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ABSTRACT

These three journals include articles on issues related to language learning. The fall 1998 journal presents: "Attention! Are You Seeking a Position with Excellent Long-Term Benefits? Be an Advocate!" (Mary Lynn Redmond); "National Town Meeting Energizes Support for Early Language Learning" (Marcia Harmon Rosenbusch); "Bring Back Childhood Bilingualism: The Case of Louisiana" (Stephen J. Caldas); "Total Physical Response Storytelling: A Communicative Approach to Language Learning" (Valeri Marsh); and "Scoring Rubrics: Changing the Way We Grade" (Peggy Boyles). The winter 1999 journal features "Designing and Implementing an Innovative Foreign Language Program: Reflections from a School District-University Partnership" (G. Richard Tucker and Richard Donato); "New Visions in Foreign Language Education" (Myriam Met); and "International Schools: The Challenges of Teaching Languages Overseas" (Virginia P. Rojas). The spring 1999 journal includes "Advocacy for Early Language Education: A School Board Presentation" (Virginia Gramer); "Organizing a Language-Immersion Day for Middle School Students" (Aurora Hermo and Boni Luna); "Recent Developments in Early Language Learning in Japan" (Katsutoshi Ito); "'Te quiero, Tito': FLES Email Project" (Deby Doloff); and "GLOBE Integrates Mathematics, Science, Social Studies, and Technology into the Foreign Language Classroom" (Teresa J. Kennedy). Each journal also presents notes from the president, resources available, and a calendar of events, as well as special features that provide information on specific programs and on the National Network for Early Language Learning. (SM)

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The Journal of the National Network for Early Language Learning

Marcia H. Rosenbusch, Ed.

Volume 4, Numbers 1-3

Fall 1998-Spring 1999

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Learning Languages

The Journal of the National Network for **Early Language Learning**

Spring 1999
Vol.4 No.3

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Learning Languages: The Journal of the ***N****ational* ***N****etwork for* ***E****arly* ***L****anguage* ***L****earning* is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Learning Languages

The Journal of the National Network for Early Language Learning

Volume 4, No. 1 Fall 1998

Articles

4 **Attention! Are You Seeking a Position with Excellent Long-term Benefits? Be an Advocate!**
Mary Lynn Redmond

11 **National Town Meeting Energizes Support for Early Language Learning**

15 **Bring Back Childhood Bilingualism: The Case of Louisiana**
Stephen J. Caldas

24 **Total Physical Response Storytelling: A Communicative Approach to Language Learning**
Valeri Marsh

29 **Scoring Rubrics: Changing the Way We Grade**
Peggy Boyles

Features

2 **Notes from the President**

3 **Wake Forest University Offers Master's Programs in French and Spanish Education**

9 **NNELL Election Results**

10 **NNELL Member Named Amity "Friend of the Year"**

23 **Note New Addresses for NNELL**

27 **Children's Classroom Creations I**

28 **Texas Educators Form a Unique Alliance: The Texas-Spain Initiative**

33 **Classroom Resources**

35 **Children's Classroom Creations II**

36 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $20/year ($25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 4646 40th St. N.W., Washington, DC 20016-1859. Copyright © 1998 by the National Network for Early Language Learning.

Notes from the President

NNELL has made significant strides in the past two years to ensure that we are better prepared to meet the challenges of young learners in the 21st century. The NNELL volume *Critical Issues in Early Second Language Learning: Building for Our Children's Future*, edited by Dr. Myriam Met, NNELL's second vice-president, has addressed many issues that school districts and educators face in providing quality second language programs for elementary students. Its overwhelming success has been most encouraging. Our sincere thanks go to Mimi and the authors for their outstanding work.

In September, NNELL members played important roles in the National Town Meeting held in Washington, DC, which was organized by the National Foreign Language Center. Discussion centered around the obstacles and opportunities related to beginning an articulated and sustained language program in the early school years *(Ed: See the related article in this issue)*.

NNELL's long-range planning committee, chaired by former president Eileen Lorenz, is finalizing plans for NNELL's future and will report at the next executive board meeting. Because of growing interest in advocacy, I have named Dr. Mary Lynn Redmond, immediate past-president, co-chair for Political Action and Advocacy to assist Kay Hewitt *(Ed: See the advocacy article by Redmond in this issue)*.

Plans are well under way for the annual executive board meeting at the American Council on the Teaching of Foreign Languages (ACTFL) in Chicago, November 19–22, 1998. Again we will have a booth in one of the Exhibit Halls throughout the conference. We are very grateful to ACTFL for this opportunity. Please visit the booth for information about NNELL and early language learning and to meet NNELL's officers and members.

Our annual membership meeting is scheduled at ACTFL for Friday, November 20, from 8:30–9:45 a.m. If any members have suggestions or concerns they would like to have considered, they can forward them to me or Christy Brown, president-elect. We sincerely hope that you will join us for this meeting.

On Saturday, November 21, NNELL will sponsor the popular FLES Swapshop breakfast. Teachers can exchange teaching activities and view materials displayed by publishers who specialize in K–8 resources. Mari Haas, former president of NNELL, is assisting Patty Hans in organizing this year's breakfast. Please remember to pre-register for the Swapshop. You will need to bring 250 copies of a one-page teaching idea or activity to share, which is formatted to include your name, address, language, grade level, topic, and lesson procedures.

I would like to take this opportunity to congratulate and welcome our newly elected board members: Dr. Kathleen M. Riordan of Springfield, MA, as second vice-president, and Marcia Pastorek of New Orleans, LA, as treasurer. I would be remiss if I did not express my sincerest gratitude and thanks to Dr. Mary Lynn Redmond, immediate past-president. She is truly dedicated and an inspiration to us all.

Also, I would like to extend my sincere congratulations and best wishes to Christine Brown, of Glastonbury, CT, who will serve as NNELL president in 1998–99. She is a joy to work with, very articulate, and will help NNELL move forward under her strong leadership and expertise.

As my term ends, I thank you for the opportunity to serve you. I also want to praise your sustained efforts and commitment to the support of early language learning. The value, benefits, and rewards of our commitment far exceed the time we give to the profession. I look forward to continuing to work with you—NNELL's dedicated leaders and members—in support of our goals.

Susan P. Walker

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Wake Forest University Offers Master's Programs in French and Spanish Education

Wake Forest University offers Master's degree programs in French and Spanish Education. The Master Teacher Fellows (MTF) Program is designed for academically talented and professionally committed students who have a baccalaureate degree in French or Spanish and no prior course work in teacher education. Fellows are awarded a full-tuition scholarship and a stipend for the fourteen-month period of study. Upon completion of the program, Fellows will have earned the MA. Ed. and the K–12 "A" and " G" North Carolina teaching licenses.

The second Master's program is the MA. Ed. Program. It is designed for candidates who already hold a North Carolina Class A K–12 License in French or Spanish. The program can be completed on a full-time or part-time basis (late afternoon and summer courses). The goal of the MA. Ed. Program is to strengthen the teacher's expertise in the classroom through advanced course work in language, literature, and culture; methodology; and research. These courses will provide ample opportunities for the teacher to apply new knowledge in the classroom setting. Scholarships, assistantships, and fellowships are available. Full-time teachers pay one-half tuition.

For further information, contact Dr. Mary Lynn Redmond, Associate Professor of Education, P.O. Box 7266, Wake Forest University, Winston-Salem, NC 27109; 336-758-5347; E-mail: redmond@wfu.edu.

ATTENTION! Are You Seeking a Position with Excellent Long-term Benefits? Be an Advocate!

Mary Lynn Redmond
Associate Professor of Education
Wake Forest University
Winston-Salem, North Carolina

As early foreign language learning gains attention nationally and the public looks more seriously at the academic and personal benefits of a long sequence of language study, elementary school foreign language specialists may find themselves called upon more frequently to take the role of the advocate. To help them become more effective in promoting early language learning, the following strategies are offered.

Strategy 1: **Take every opportunity to inform parents, administrators, and the local community about the foreign language program and your students' accomplishments.**

It is important to emphasize the link between the language class and the elementary school curriculum. . . .

The foreign language specialist can play an important role as an advocate by raising public awareness about foreign language study and helping the school and community recognize excellent foreign language instruction. An important way to begin this process is to send home student work samples to inform parents about current topics being studied, to paint a clear picture of the connections between language learning and the elementary curriculum, to clarify how learning processes develop through language study, and to demonstrate student progress. In addition, the foreign language specialist can write articles for the school newsletter informing school administrators, other teachers, parents, and the community about the purpose and content of the program, the anticipated language outcomes, and how the program articulates with upper level foreign language study.

Strategy 2: **Clarify the nature of the foreign language curriculum and its connectedness to the elementary school classroom.**

The foreign language specialist will want to help the public understand that, in the foreign language program, language concepts are taught in the context of the elementary school curriculum. Math, science, social studies, language arts, and other content areas provide the source for themes of the units and lessons taught in the foreign language class. It is important to emphasize the link between the language class and the elementary school curriculum because most people still have the image of language learning as that of learning lists of words, translation, and repetition and drills focused on language structure.

Modeling a lesson to an audience of parents and community members is an excellent strategy. It helps them understand the excitement of learning interesting content taught in the language and the feasibility of doing so when the teacher uses techniques (such as objects, gestures, facial expressions, and active learner participation) to make meaning clear. It is important for the audience to know, for example, that the focus of the foreign language class is not on students learning to count by rote from 1 to 30, 50, or 100; rather, they learn to count objects and to use counting in meaningful contexts. Using an example from a unit on the market could be helpful in demonstrating that students use their counting skills in real-life situations; e.g., "I would like six tomatoes." The foreign language specialist can emphasize that activities carried out in a meaningful context result in better understanding and retention of the language.

Strategy 3: Show parents and the community the skills attained and the purposes for the language learned.

Seek opportunities for children to demonstrate their language skills to parents and the community. Remember, however, that the perspective the audience gains about the value of the foreign language program will be shaped by what they observe. Because many adults do not know about recent findings in brain research and language acquisition, they may view a carefully selected song as a fun activity but one that is not a necessary part of education. And, if a member of the audience happens to be a school board member or politician involved in determining the future of the program, an image of children singing songs at a PTA program may ultimately lead to the conclusion that language study is not needed in the curriculum.

In such settings, it is better to have students use language that is "real," not rehearsed or memorized. You must carefully plan what you will have the children share so that the audience can readily observe the skills attained and clearly understand the purpose of the language learned. For example, several children could read aloud a Big Book, or individual books they have created, and then answer the teacher's or classmates' questions. If the class has done a science experiment that has been a joint project with the grade level classroom teacher, the foreign language specialist could select students at random to describe the experiment in simple language. A song could then be used as a culminating activity, but the teacher should make clear to the audience its relevance to the language and content learned.

Strategy 4: Invite guests to visit your classes to observe the children "in action."

Special occasions such as cultural events and PTA programs are a good way to reach a number of people at once, but don't overlook the everyday opportunities. Parents, principals, and others in the community can best gain understanding about foreign language learning by observing day-to-day classes. Seeing classes "in action" may also help observers appreciate the way in which language study addresses various learning styles.

Extend an open invitation and suggest that guests come to several classes throughout the year so that they can see students' progress over time. It is also a good idea to invite reporters from the local newspaper and television stations to feature a story or series of articles about the program so that the local community can see what is involved on a daily basis. This can help the public understand that foreign language is an integral part of the curriculum.

Parents, principals, and others in the community can best gain understanding about foreign language learning by observing day-to-day classes.

Strategy 5: Assess students' progress both informally and formally and make parents aware of the results.

It is not easy to maintain an individual record of progress for each student when the foreign language specialist teaches many children. Without a tangible product that shows what children are able to do in the foreign language, however, it is difficult for others to understand and support the teacher's efforts no matter how great they are. There are many possible ways to show a student's progress, and in the elementary grades, it is extremely crucial to show ongoing language development—or, in other words, what the child is accomplishing.

The foreign language specialist can work with the classroom teacher to maintain a compilation of products from the foreign language class in the student's portfolio. Or, the specialist may find it more manageable to keep a portfolio for each student. Contents may range from language samples to many different kinds of work products. For the pre-reader, these may be listening discrimination activities and semantic maps based on pictures. For the emergent reader, they may be little books, illustrated stories, or poems that are student published.

The important point is to be able to show observable growth over a period of time that both the specialist and parents can monitor. Taking the time to include a variety of products to show progress can prove to be both a positive public relations strategy and a way for the specialist to document and evaluate the strengths (and weaknesses) of the program.

Strategy 6: Keep politicians, school board members, and other decisionmakers informed about your program.

On the local level, include policymakers together with parents on the list to receive the school newsletter and invitations to visit the foreign language classes. Letters of invitation in themselves create an excellent way to communicate news about the program and emphasize the benefits of early language study. Legislators, school board members, the school superintendent, and other elected leaders can be invited to submit an article for publication in the state foreign language association's publication or can be asked to deliver an address at the annual meeting. They can also be included on the association's mailing list so that they receive the same correspondence that the membership receives. Whether or not the individual is a true supporter of languages, the invitation to write a feature article accompanied by a personal photograph is hard to turn down, and consequently, this can become a strong way to encourage support while informing elected officials about the program.

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Strategy 7: Thank your supporters!

Write letters to decisionmakers such as school board members, the governor, the state superintendent, and the local school superintendent to thank them for supporting language study and to encourage their continued support. Even if they do not realize that they have done something worthy of praise, a thank-you letter may "plant a seed" about foreign languages that may prove helpful to the program's future.

Strategy 8: Change the mindset of those who studied a language unsuccessfully.

There is always an opportunity to promote early language learning with people we encounter on a daily basis. Unfortunately, while many people may have the idea that learning a language at an early age is an interesting endeavor, most have little knowledge of the learning processes that are enhanced through language study. It is important to present the "vital statistics" about learning languages when the moment presents itself. These benefits include the development of critical thinking skills, acute listening skills, enhanced imagination and creativity, as well as better communication skills and greater opportunities for living and working in the 21st century. In other words, languages are a tool for life!

Several versions of an informational speech, or talking points, can be very handy. The person in line at the grocery store who has heard about the elementary grades program and wants to know more may be willing to listen for two minutes, while the school board chair may be attentive for five minutes or longer. Be prepared at any time and on any occasion to adapt the talking points to the audience and the kind of information that is needed.

Many people may be intrigued to

learn that early language study enhances cognitive ability and taps thinking processes in the brain that affect other learning processes. (Begley, 1996; Caine, & Caine, 1991; Nash, 1997; Winslow, 1997). They may find it interesting that language learning in general has changed immensely since the 1970s, and may ask, "Well, if students don't conjugate verbs, then just what do they learn?" This can be a wonderful opening to a conversation that may really change the person's understanding of foreign language study.

Strategy 9: Network with colleagues and unify efforts in grades K–16.

One of the most beneficial ways to make foreign languages in the elementary grades more visible is to come together with colleagues and unify efforts for successful program implementation. The annual state meeting of the foreign language association is a perfect setting for foreign language specialists to collaborate and to network with colleagues who teach more advanced levels. The foreign language profession has long faced the challenge of bridging the gaps between the elementary, middle, high school, and post-secondary levels. We stand to strengthen our mission by working together and understanding the K–16 sequence. Foreign language collaboratives for teachers in grades K–16 and in-service meetings in the school district provide a forum for sharing ideas and concerns and for offering resources and support. Partnerships between K–12 and university instructors benefit both students and teachers.

Strategy 10: Establish regular planning sessions with both elementary classroom teachers and K–12 foreign language colleagues.

By participating in grade level meetings, the foreign language specialist can become a part of the school "team" and will have the opportunity to help the elementary grade teachers see how he or she is reinforcing concepts taught in the various subject areas of the curriculum. Consulting with each other on a regular basis will help form a positive partnership. Many elementary grade teachers want to be involved in the foreign language program and will offer assistance willingly. Those who are less enthusiastic about the program may simply need time to understand how the specialist is helping the classroom teacher by linking the foreign language to math, science, social studies, language arts, etc.

Many elementary grade teachers want to be involved in the foreign language program and will offer assistance willingly.

The specialist can keep the classroom teacher informed about what is taught in the foreign language classes and, by doing so, help promote the program. The same holds true for creating a well-articulated program in grades K–12. Teachers at the elementary, middle, secondary, and post-secondary levels should all be advocates for foreign languages at all levels. In-service meetings where K–12 foreign language teachers come together can include a time for teachers to discuss curriculum, share ideas for articulation between and among grade levels, and develop strategies for promoting the program in the community. Foreign language teachers at every level can benefit greatly by networking with colleagues. The elementary school foreign language specialist can be particularly instrumental in improving the continuity of the program by working to increase enrollment in language study at the upper levels.

Strategy 11: Use your state conference to organize advocacy efforts.

Many state associations, including North Carolina, Ohio, Texas, and Wisconsin, have formed political action and advocacy committees to promote language study in their states. This is critical to foreign language programs, especially in states that do not have supervisors or coordinators to assist language teachers. All language teachers can contribute to advocacy efforts by attending advocacy meetings at the state conference, gathering advocacy materials at the booth in the exhibits area to use at the local level, and by staying informed about issues that may impact foreign language programs. K–12 foreign language specialists can help each other by writing letters of support for programs that may be in jeopardy.

Conclusion

This is an exciting time for the foreign language profession, and it is the optimum time to create awareness about early language study. As parents and the community become knowledgeable about the opportunities children will have in a rapidly growing global community if they attain a high level of proficiency in a foreign language, they will realize the importance of beginning language study early. Perhaps the next time a parent says, "I took two years of Spanish in high school and can't speak a word," you'll be prepared to respond: "Well of course you can't, and here's why. . . ."

> This is an exciting time for the foreign language profession, and it is the optimum time to create awareness about early language study.

Sample Advocacy and Political Action Resources

The materials listed below provide effective strategies and reliable information for advocates to use. By drawing on these and other resources, you will be well prepared to play a strong advocacy role.

Advocacy 101 Packet. (1997). Joint National Committee for Languages/National Council for Languages and International Studies. 4646 40th St. NW, Washington, DC 20016-1859; 202-966-8477; E-mail: 76306.535@compuserve.com.

Advocacy for FLES Packet.* (1997). Baltimore: National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Department of Modern Languages, 1000 Hilltop Cir., Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

Begley, S. Your child's brain. *Newsweek, 19*: 55–61, February 19, 1996.

Caine, R., & Caine, G. (1991). *Making connections: Teaching and the human brain.* Association for Supervision and Curriculum Development. 1703 Beauregard St., Alexandria, VA 22311-1714; 703-578-9600.

Cohen, P. (1995). Understanding the brain. *Education Update*, Association for Supervision and Curriculum Development, *37* (7), 1, 4–5.

Curtain, H., & Pesola, C. A. (1994). *Languages and children: Making the match.* (2nd ed.). White Plains, NY: Longman.

Gray matters: The developing brain (1995). Madison, WI: Wisconsin Public Radio Association. Produced in association with Dana Alliance for Brain Initiatives; order tapes through 1-800-65BRAIN, transcript and real audio available on www.dana.org.

Met, M. (Ed.). (1998). *Critical Issues in Early Second Language Learning: Building for Our Children's Future.* Glenview, Il: Scott Foresman-Addison Wesley.

Nash, J. M. (February 3, 1997). Special Reports: Fertile Minds. *Time, 149* (5): 49–56.

National Network for Early Language Learning Advocacy Packet. Contact Kay Hewitt, NNELL Advocacy Committee Chair, Lexington Elementary School, 116 Azalea Dr., Lexington, SC 29072; 803-736-1916; E-mail: leslib@lex1.k12.state.sc.us

Public Schools of North Carolina. (1997). *Foreign Languages: The Road to Success in a Global World—Information for School Counselors.* Contact Dr. Fran Hoch, North Carolina Department of Public Instruction, 301 North Wilmington St., Raleigh, NC 27601-2825; 919-715-1797; E-mail: fhoch@dpi.state.nc.us

Sylvester, R. (1995). *A celebration of neurons: An educator's guide to the human brain.* Association for Supervision and Curriculum Development.

Why FLES?* (1996). Brochure available from AATF. Contact Gladys Lipton, President, 1000 Hilltop Cir., Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

Why, how, and when should my child learn a second language? (1997). Free Brochure. Contact ERIC Clearinghouse on Languages and Linguistics, ACCESS ERIC, 2277 Research Boulevard, 7A, Rockville, MD 20850-3172; Tel: 1-800-538-3742; E-mail: acceric@inet.ed.gov.

Willis, S. (Winter 1996). Foreign language learning to communicate in the real world. *Curriculum Update.* Association for Supervision and Curriculum Development.

Winslow, R. How language is stored in the brain depends on age. *The Wall Street Journal*, Thursday, July 10, 1997, Section B, 1, 6.

NNELL Election Results

We are happy to announce that Dr. Kathleen Riordan, Director of Foreign Languages at Springfield Public Schools, Springfield, Massachusetts, has been elected second vice-president for a three-year term, and Marcia Pastorek, Trinity Episcopal School, New Orleans, Louisiana, has been elected treasurer for a two-year term.

Kathleen is responsible for curriculum development and professional development for the K–12 foreign language program in 43 schools. She has published in journals and professional books in the areas of program development, K–12 curriculum, and teacher development. Kathleen is a founding member of NNELL and the National Association of District Supervisors of Foreign Languages. She is a past president of the American Council on the Teaching of Foreign Languages and the Massachusetts Foreign Language Association. She serves as a continuing member of the Massachusetts World Language Curriculum Frameworks Committee and the Massachusetts World Language Assessment Committee.

Kathleen believes that in the ten years since NNELL was founded, the organization has helped develop, expand, and strengthen early language opportunities for children. Although the quality of instructional programs is improving, she feels that much more can be done. Kathleen is pleased to have the opportunity to contribute to NNELL's goal for all children to have excellent foreign language instruction.

Marcia is the Foreign Language Coordinator at Trinity Episcopal School in New Orleans. She also teaches French in grades 1–4. During her career, she has taught at all levels from kindergarten to post-secondary. Her graduate studies include work at Université Catholique de l'Ouest in Angers, France, the University of New Orleans, and Nicolls State University.

Marcia has directed a children's summer French immersion camp, has written and directed several children's French plays, and has published children's stories. A National Endowment for the Humanities Foreign Language Fellow, Marcia recently received a grant to write, produce, and present a play about the Acadian migration in Louisiana. She is a regular presenter at state and regional conferences, is actively involved in the Louisiana Foreign Language Teachers Association, and is a past president of the Louisiana Chapter of the American Association of Teachers of French.

Marcia finds it both challenging and rewarding to be involved in teaching a foreign language to young children. She feels that it is important for us to provide quality foreign language instruction to all children, particularly as we move toward the 21st century and face an increasingly diverse and multicultural world. She looks forward to assisting NNELL in its commitment to support early language learning.

NNELL Member Named Amity "Friend of the Year"

Amity, an organization that is committed to advocacy and service in support of language education and cultural awareness, has presented its 1997–98 "Friend of the Year" Award to Kathy Olson-Studler. A NNELL member, Kathy teaches elementary-level Spanish at St. Paul Academy and Summit School in St. Paul, Minnesota.

Kathy's history with language education began in high school when she first studied Spanish. At that time, she not only learned Spanish but also became acquainted with students from various Spanish-speaking countries. Although Kathy continued to study Spanish in college, she had not thought of becoming a Spanish teacher. As she recalls, "It wasn't until my brother Paul invited his girlfriend and her family from Peru to our home that my Spanish skills were put to the test." It was then that Kathy realized she could successfully communicate in Spanish. Experiences such as these encouraged her to study in Mexico and Spain and to make visits to Puerto Rico, Guatemala, Costa Rica, and Colombia.

Kathy first inquired about the Amity Program after graduate school and has been a supporter ever since. Among other things, Amity brings native speakers of world languages directly to American schools. In 1981, when Kathy began teaching at St. Paul Academy and Summit School, Marlen Bonilla, an Amity Scholar from Colombia, came to assist in Kathy's fourth grade Spanish classes. Kathy appreciated Marlen's help in creating educational materials, yet was most impressed by the effect this young woman had on the children. For many, Marlen was their first exposure to a native speaker. In the presence of their new Colombian friend, it became clear why one would want to learn Spanish.

Over the years, St. Paul Academy and Summit School has hosted over two dozen Amity Scholars from various countries, both at the elementary and secondary levels. Kathy acts as coordinator to the four Amity Scholars who are selected each year to assist in grades K–6. While stating that the scholars' efforts to share their culture adds authenticity to the language program, she clearly does not see the students as the only ones to benefit: "I have learned so much from these scholars. They have not only helped me to be more tolerant and open to other cultures, but have taught me to respect individual work styles, personalities, and interests. We have been enriched by the presence of these young people. Each has contributed something unique to our school and community."

A devoted advocate of early language education, Kathy is passionate about teaching Spanish to people of any age. She has taught elementary, middle and upper school students and, on occasion, adults. She sees culture as an invaluable part of her teaching—hence her dedication to the Amity Program, and our highest esteem for her.

For more information about Amity, contact: Amity Institute, 10671 Roselle St., Suite 101, San Diego, CA 92121-1525; 619-455-6364; Fax: 619-455-6597; E-mail: mail@amity.org; Website: www.amity.org.

National Town Meeting Energizes Support for Early Language Learning

"I went to France and could understand *everything!*" testified a fifth grade French immersion student, who was applauded enthusiastically by those attending the first-ever national town meeting on early language learning. The National Foreign Language Center (NFLC) at The Johns Hopkins University sponsored the two-and-a-half-hour event. Held on September 11, 1998, in Washington, DC, the meeting attracted approximately 150 attendees. David Maxwell, Director of the NFLC, welcomed participants. The program included U.S. Representative Sam Farr, who gave the keynote address, a panel discussion featuring four national leaders in early language learning, and U.S. Senator Paul Simon, Chair of the NFLC Board, who had initiated the town meeting idea and gave the closing address.

The panel discussion, entitled *Starting Early: Issues and Obstacles*, was the heart of the meeting. Sprinkled with audience comments and questions, the discussion was lively and probing. It was expertly moderated by Tara Sonenshine, Senior Advisor, U.S. Institute of Peace. She posed challenging questions to panel and audience members and solicited input from students, parents, school administrators, and teachers in attendance. The National Network for Early Language Learning (NNELL) was well represented on the panel—three of the four panelists are NNELL members: Christine Brown, Director of Foreign Languages, Glastonbury Public Schools, Connecticut; Helena Curtain, Assistant Professor, University of Wisconsin, Milwaukee; and Fred Genesee, Professor of Psychology, McGill University, Montreal, Quebec. The fourth panelist was Werner Rogers, Executive Director, Georgia Public Broadcasting and a former state school superintendent of Georgia.

Support of Parents

An important focus of the discussion was public awareness and parental support. Panelist Brown noted that foreign language educators have a public relations problem of "immense proportions." Most parents do not understand foreign language learning because they did not have experience with a second language until late in

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Dora F. Kennedy, retired foreign language supervisor of Prince George's County Public Schools, Maryland, greets Senator Paul Simon after his closing address, while panelist Dr. Helena Curtain looks on.

their schooling and that experience was nonintensive. One parent reported that she has found that many parents are afraid early language learning will "mess up" their children's minds.

Panelist Curtain described the "monolingual ethos" in this country—where people do not appreciate the gift of languages and bilingualism. Panelist Genesee agreed, explaining that some parents fear that if the brain's capacity is expended on learning a second language at an early age, children will not have sufficient capacity to learn other school subjects such as science and mathematics. He pointed out that all scientific evidence on language learning demonstrates that the human brain is not designed to learn only one language. Young children have a particular skill for sorting out languages and can indeed learn more than one language at the same time.

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Genesee also reported that many researchers have studied how children learn a foreign language. Their findings have led to major innovations in the teaching of foreign languages. He described the most effective way to *teach* a foreign language as being the way that young children *learn* a foreign language. Panelist Curtain characterized effective teaching strategies as immersing students in the language and integrating language, content, and culture in the curriculum.

Need for Funding

When asked by the moderator about the "mine fields" in establishing early foreign language programs, panelist Rogers noted that budget constraints are a major one. School boards may ask those who propose an elementary school program what should be cut from the current curriculum to add the foreign language program. He noted that school boards "shoe horn" in what they want to, but there has to be a strong case for any new program.

From the audience, Charlie Ricks, Principal at Henderson Elementary School in Prince William County, VA, clarified that to implement an immersion program in their school no additional cost for teachers was necessary. When openings became available, they simply hired teachers with

Members of the distinguished panel include, *from left*, Fred Genesee, Helena Curtain, Werner Rogers, and Christine Brown.

the target language capability. He noted that there is, however, an additional cost to obtain teaching materials in the target language. In his district, a U.S. Department of Education grant helped meet such costs.

Panelist Brown advocated sustainable funding for early language programs to prevent whimsical changes in viewpoints from threatening the stability of programs. In his address, Senator Simon acknowledged that money is a problem and added, "we really ought to have a little federal assistance."

Need for Teachers

Another challenge identified by Rogers is the inadequate supply of qualified teachers. To address this problem, he proposed support for both pre-service and in-service teacher preparation programs.

Curtain emphasized the importance of treasuring our nation's language resources as one way to address the teacher shortage. Stuart Gothold, Assistant Dean of the School of Education at the University of Southern California, reported that over 50% of the students in Los Angeles speak another language and are ready to capitalize on learning in two languages. In response to Gothold's question about how to encourage preservation of a first language that is not English, Genesee described dual language programs. In these programs, approximately half of the students speak English as their first language and half speak a language that is not English. Students learn from each other, as well as from the teacher. This results in the preservation of the non-English language, the learning of a second language, and the learning of English.

Benefits of Early Language Learning

When asked by the moderator how to measure the dividends of early language learning, Brown reported on information gathered in a questionnaire completed by high school graduates of Glastonbury Public Schools, Connecticut, which has provided a foreign language program in elementary school through twelfth grade for 40 years. Some respondents reported that they had placed out of all of the foreign language requirements at the university level, others chose to complete further language study in upper level university courses. Respondents indicated that they have used the foreign language in their work, for humanitarian activities, and in politics.

A fifth grade student in a partial-immersion program (mathematics and science are taught in Spanish) proudly told meeting participants that her cousin, who is a high school student of Spanish in another state, calls her periodically for help with Spanish homework assignments. In other testimony, a parent whose son is in a partial-immersion program has found that children in this program are "soaking in the foreign language and the culture" and noted that this is "so natural and beautiful."

Elana Shohamy, Director of Research for the National Foreign Language Center, reported on a study in Israel in which first and second grade Israeli children were taught Arabic. When these children's attitudes toward speakers of Arabic were compared to other Israeli children's attitudes, the difference was "unbelievable." Shohamy concludes that an important benefit for beginning the study of a foreign language early is that it changes attitudes and reduces negative feelings toward speakers of the language taught.

Need for Advocacy

Rogers was asked, Where do we go from here? In response, he stressed that local, state, and national policymakers need to be made aware of the benefits of early language programs. Genesee supported this idea by noting that the advantages of successful programs should be made part of

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NNELL urges *all* members to accept this challenge and follow through with concrete actions.

public consciousness. Wilga Rivers, Professor Emerita, Harvard University, took this idea one step further, encouraging all foreign language programs to support each other by sharing their successes. She advocated the development of a strong public awareness campaign that would "spatter the whole 50 states with highlights of models of success" in early language learning.

In his closing address, Senator Simon noted that "our biggest problem is indifference." He urged Town Meeting participants to help change that. He asked them to indicate their willingness to take the following steps and to report back on the results of these actions:

- Write a letter to the editor of your local newspaper in support of early language learning.

  He noted that letters to the editor are the most frequently read part of the newspaper and are, therefore, an effective way to influence public opinion. He encouraged letter writers to include research-based facts such as, "students who take another language do better in English."

- Invite 6–10 people into your home to brainstorm ways to promote foreign language education.

  He clarified that, of the 15 or so ideas generated, you will have at least 5 good ideas for action.

Senator Simon challenged the group to take action because "this group right here can make a difference to the United States of America."

The NNELL members in the audience have accepted Senator Simon's challenge and are moving ahead with their responses. In turn, NNELL urges *all* members to accept this challenge and follow through with concrete actions. NNELL asks that you inform Kay Hewitt, Political Action and Advocacy Committee Co-Chair, of actions and results in your community. Contact her at: Kay Hewitt, Lexington Elementary School, 116 Azalea Dr., Lexington, SC 29072; E-mail: leslib@lex1.k12.state.sc.us

Notes: Nancy Rhodes, Executive Secretary of NNELL, served on the planning committee for the Town Meeting. This report was prepared by Marcia Harmon Rosenbusch, Editor, *Learning Languages*.

Taurean Major, a fifth grade student in the French immersion program in Prince George's County Public Schools, Maryland, testifies about the benefits of his language learning experiences.

Bringing Back Childhood Bilingualism: The Case of Louisiana

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Historical Overview

The current fear among some Americans—that English is threatened as our predominant language—is older than the country. As early as 1753, the venerable Benjamin Franklin expressed concern over the degree of German spoken in Pennsylvania (Castellanos, 1992). Language xenophobia in the United States has waxed and waned depending on such factors as immigration, war, the perceived threat of communism, and the economic climate. The English-only movement in the 1990s has been closely linked to the most recent wave of massive non-English-speaking immigration to the United States, which began in the 1980s as literally millions of new immigrants flocked to the United States. This influx marks the largest movement of people to North America since the first decade of the twentieth century. Evidence that language xenophobia has reached a fevered pitch in the United States is shown in actions such as a court decree handed down by a state district judge in Texas. The judge ruled that it was child abuse for a Hispanic mother to speak only Spanish to her daughter within the home (*Woman ordered,* 1995).

English has traditionally been viewed as a primary tool for assimilating new immigrant groups into American society (Gordon, 1964). Indeed, English was seen as an essential factor in achieving the "melting pot." Theodore Roosevelt put this sentiment bluntly just after the greatest wave of immigration ever to the United States: "We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house" (cited in Edwards, 1994, p. 166).

Moreover, the popular American view has typically been that proficiency in English and abandoning one's non-English native language go hand-in-hand. We see this attitude in the American government's historical treatment of Native Americans. In a model government boarding school established for Native Americans in Pennsylvania in 1879, students were forbidden to speak their native tongues and were punished when they did (Portes & Schauffler, 1994; 1996).

The English-only mania has not been limited to Americans. As colonial missionaries in Africa, our English cousins not only banned African languages in the universities they founded on that continent, but they even forbid drum language, a form of communication that reproduced native speech tones (Gaines, 1996).

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Educational Issues

Hand-in-hand with the perspective that monolinguism is somehow superior to bilingualism, is the belief by some that bilingualism hinders academic achievement (discussed in Makin, Campbell, & Jones Diaz, 1995; Portes & Schauffler, 1994; 1996). Once again, this perspective is not uniquely American. As far back as the

. . . a body of research is emerging that suggests that multilinguals may actually have more highly developed cognitive abilities than monolinguals.

1920s, the Danish linguist Jespersen (1922) argued that bilingualism was a disadvantage because a child could learn neither language as well as he could learn just one. Jespersen justified his position by speculating that learning two languages unnecessarily taxed the brain. Reynold (1928), a German, stated that bilingualism leads to language mixing and language confusion, which in turn results in a decreased ability to think clearly.

This perception lingered some forty years later, as evidenced by Weisgerber's (1966) stance that bilingualism was detrimental in part because humans were basically monolingual, and that being bilingual was like trying to belong to two religions at the same time. Even the Association of (English-speaking) Catholic School Principals of Montreal published an official statement as recently as 1969 that read: "We are of the opinion that the average child cannot cope with two languages of instruction and to try to do so leads to insecurity, language interference, and academic retardation" (Association of Catholic Principals of Montreal, 1969, p.12).

Importantly, however, there seems to be a much older belief that speaking more than one language is an advantage. For example, in the 1600s, the philosopher John Locke advocated teaching English children a second language (preferably French) as soon as they learned English, around age three (from "Some Thoughts Concerning Education" as cited in Ozmon & Craver, 1995). After they learned the second language, which he believed should take only a year or two, Locke proposed that they should commence learning a third tongue. Benjamin Franklin, in spite of his concern over German-speaking Pennsylvanians, credited his ability to speak French as a major advantage in his life (Franklin, 1932).

Contrary to the belief that speaking more than one language is somehow damaging to thinking processes, a body of research is emerging that suggests that multilinguals may actually have more highly developed cognitive abilities than monolinguals (Ben-Zeev, 1977; Bialystok, 1988; Caldas & Caron-Caldas, 1996; Diaz, 1983; Hakuta, 1986; Lambert & Tucker, 1972; and Peal & Lambert, 1962). Some researchers, however, point out that the research is not conclusive (Jarvis, Danks, & Merriman, 1995).

Balkan (1970) discovered that early bilinguals (before age four) scored significantly higher on tests of numerical aptitude, verbal flexibility, perceptual ability, and general reasoning than either later bilinguals or monolinguals. Peal and Lambert (1962) noted that bilinguals who were matched with a control group of monolinguals performed significantly better than the monolinguals on both nonverbal and verbal IQ tests. They stated, "It appears that our bilinguals, instead of suffering from mental confusion or a 'language handicap' are actually profiting from a 'language asset' " (p.15). Scott (1973) found that bilingual English-Canadians demonstrated greater "divergent thinking" than a control group of monolinguals. Carringer (1974) reported that Spanish-English bilinguals scored higher than a control group of monolinguals in all aspects of creativity, verbal and figural fluency, flexibility, and originality.

The complete linguistic assimilation of immigrant groups in the United States does not necessarily ensure that they will perform better in English schooling. For example, second-generation bilingual Vietnamese in New Orleans are having more success in school than fellow immigrants who speak only English (Bankston & Zhou, 1995). Moreover, these students not only outperform their linguistically assimilated counterparts, but they also do better on standardized tests than native-born Louisianians (Bankston, Caldas, & Zhou, 1997). Though linguists are still pondering why the enhanced cognitive functioning occurs, one intriguing theory links the superior academic performance of bilinguals to their earlier and greater awareness of the arbitrariness of language—apparently liberating their thinking processes (Ianco-Worrall, 1972).

Why is it important to establish a possible strong link between multilingualism and higher cognitive functioning? One reason is that if such a link truly exists, it may compel educators not only to tolerate bilingual children, but also to foster bilingualism as a way of helping individuals to develop to their fullest intellectual capacities. In addition, if there is a bilingual advantage, as the evidence seems to increasingly suggest, then there is yet an additional benefit to those educational programs whose aims are to preserve, maintain, and re-establish the speaking of a second language among young people.

The Language Revival

Despite the language xenophobia of some, there is an ethnic revival in the United States, with a new-found interest in reviving and maintaining non-English languages (Lowy, Fishman, Gertner, Gottesman, & Milan, 1985). This American "revival," incidentally, may simply be part of a larger global "ethnic revival," of which there are many examples of preserving and passing on endangered languages. These include efforts to preserve Gaelic in Ireland, to ensure the hegemony of French in Québec, and to save Welsh in Wales. Of course, the re-establishment of Hebrew in Israel following a 2000-year lapse is perhaps the best success story about reviving a language and enshrining its usage in everyday life. This language revival movement has also visited Louisiana.

The Case of Louisiana

Louisiana has traditionally been a bilingual state. Indeed, it is the only state in the union that is *officially* French-English bilingual (Mazel, 1979). In 1990, roughly 25% of the population of 4.3 million Louisianians identified their ancestry as French, Acadian, or French Canadian, and more than 260,000 Louisianians indicated that they spoke French at home (U.S. Dept. of Commerce, Bureau of the Census, 1990).

France claimed the territory of Louisiana in 1682, and French settlers began arriving in a steady stream shortly thereafter. The largest single migration of French speakers to Louisiana occurred from 1759 to about 1785, when thousands of exiled Acadians began arriving in what was then a Spanish colony. They had been expelled from areas of Canada now called New Brunswick and Nova Scotia, in part because they refused to become model English subjects and refused to abandon their language and religion. These *Cajuns*, a derivation of the word *Acadian*, and other French-speaking Louisianians maintained their French language even after the colony was purchased from Napoleon by the United States in 1803 (Louisiana was again temporarily French from 1800 to 1803). In 1806 there was another massive migration of French-speaking individuals to Louisiana, this time about 9,000 Creoles, 6,000 of whom were Black, fleeing the revolution in Haiti (Brasseaux & Conrad, 1992). Louisiana's first governor, monolingual English-speaking William Claiborne, lamented, "not one in fifty of the old inhabitants appear to me to understand the English language" (cited in Crawford, 1992, p. 40). When Louisiana became a state in 1812, it was the first and last state admitted in which native English-speakers were in the minority (Crawford, 1992).

Louisiana has traditionally been a bilingual state.

Many of the French-speaking communities in Louisiana were tight-knit, and located in isolated, lowland areas of the state. They clung tenaciously to their language and heritage, referring to the English-speaking settlers who began arriving in the state as *Les Américains*, well into the twentieth century. Throughout the nineteenth century and until about 1920, entire communities in South Louisiana were filled with White Cajuns and Black Creoles, who coexisted happily while speaking no English. When the legendary Huey Long campaigned for governor in 1924 and 1928, he needed the aid of a French interpreter when he gave his stump speeches in the Southwest region of Louisiana called Acadiana (Williams, 1969).

French Language Threatened

Following the end of World War I, isolationist and anti-foreign sentiment in the United States was particularly strong. There was a movement throughout state legislatures to limit the teaching of foreign languages in schools. In the midwest, in states such as Nebraska, this sentiment was primarily anti-German (Alexander, 1980; Crawford, 1992). In Louisiana, this sentiment was decidedly anti-French. The Louisiana state legislature responded to this popular sentiment by passing legislation making it illegal to teach in French in Louisiana schools (Mazel, 1979). This marked the decline of the language in what is still an officially bilingual state.

Numerous older Cajuns have shared with me their experiences of being physically punished and mentally humiliated for speaking French while on school grounds. One Cajun woman described how a Catholic nun ridiculed her on a regular basis for her thick French accent at school (Mme. Blanchard, personal communication November 1, 1992). She was also punished for using the French word *mais* which she habitually used to preface her sentences. She was forced to write the phrase "I will not say *mais* in school," hundreds of times, and often wrote the phrase even before she was punished—because she was sure she would slip up and say it anyway. Others told of being paddled, kneeling on rice, or of having to put their nose in the corner of the classroom for speaking French at school. Some told of whispering to each other in French, lest a school official overhear them, and punish them.

Where there was once hostility to native French speakers, there is now a sense of urgency to preserve the threatened language.

Those who spoke French in Louisiana during this period of anti-foreign passion were made to feel inferior to English-speaking Louisianians. The daughter of an elderly French-speaking woman explained that her mother so closely associated the French accent with ignorance that she could not understand why bilingual Cajun governor Edwin Edwards was not ashamed to speak publicly with such heavily accented English (Sue Starling, personal communication, November 12, 1991). Moreover, many Cajuns came to believe that not only was their English substandard, but so was their French. To this day, it is hard to initiate a conversation with a French-speaking Cajun or Creole without first hearing an apology for the way they speak. Their conversations often begin, "I don't speak the good French, *non,"* or *"Je parle pas le bon français."* What many Louisiana French-speakers have never been told, however, is that their way of speaking is unique and has been classified as a language—an indigenous language of Louisiana (Daigle, 1984).

Resurgence of French Pride

During the last thirty years, there has been a transformation in the way the Cajun French culture and language are viewed. Where there was once hostility to native French speakers, there is now a sense of urgency to preserve the threatened language (Caldas & Caron-Caldas, 1992; Lowy, Fishman, Genner, Gottesman, & Milan, 1985). This is due in part to the formation of a state government agency called The Council for the Development of French in Louisiana (CODOFIL) in the 1960s. Its primary goal is to promote French speaking in Louisiana for the "economic, cultural, and tourist benefit of the state" (Elaine Clément, personal communication, November 6, 1997).

CODOFIL initiated a major push to teach French in all elementary schools. Hundreds of French teachers have been brought into the state from Francophone countries. In 1995, for example, Louisiana brought 25 teachers from France, 85 from Belgium, 14 from French-speaking Canadian provinces, and 5 from other Francophone countries (Boudreaux, 1995). Moreover, French immersion programs have sprung up in several Louisiana parishes, where thousands of Louisiana children are now instructed primarily in French. Thus, though practically an entire generation of French speakers was lost due to official and unofficial harassment of French speakers, a new generation of French-English bilinguals is emerging—and, incidentally, flourishing academically (Bankens & Akins, 1989).

The resurrection of French in Louisiana is occurring within the greater, emerging worldview that maintaining minority languages is a social justice imperative of government (Corson, 1992). Furthermore, governments can no longer justify refusing students' dual language instruction on pedagogical grounds. There is an accumulating body of research that points to the effectiveness of foreign language immersion programs in not only teaching a second language (Genesee, 1987; Lambert & Tucker, 1972), but, as mentioned earlier, in promoting higher cognitive abilities in children (Swain & Lapkin, 1985).

The bilingual–academic performance hypothesis has been bolstered by studies that indicate that students in language immersion programs score as well as or better than their monolingual schoolmates, even though they receive all of their subject matter instruction in the second language (Boudreaux & Caldas, 1998a, 1998b; Campbell, 1984; Lambert & Tucker, 1972; Lapkin & Swain, 1984). The same success has been noted for two-way bilingual programs, which are operating in a total of 204 U.S. schools, and which are primarily focused on Spanish-English (Christian, Montone, Lindholm, & Carranza, 1997). (Two-way bilingual programs are much like Louisiana's French-immersion programs, differing principally in that they include students from the target language background [e.g., Spanish] as well as English.)

There is much to learn from the Louisiana experience. For one, it is not English speaking in America that is threatened. What is threatened is the bilingualism that many children bring to school. Like the Cajuns of the 1920s, some bilingual children of the 1990s are still made to feel inferior to their monolingual counterparts.

Language Use at Home

On a personal note, the author and his wife's extensively documented family experience of trying to rear three bilingual children has been that it takes continuous, concerted effort to ensure that children become proficient in the non-English home language (Caldas & Caron-Caldas, 1992, 1997). The English language has been the easy part—and it plays second fiddle to French in our home.

In spite of the fact that we have spoken to our son in French since birth, have immersed him in other French-speaking cultures and French-speaking schools, and have taken every opportunity to glorify his French-speaking heritage, we have not been able to isolate him from the influences of the prevalent adolescent American peer culture. This became painfully clear to us when we asked our son if he spoke French with other French-speaking students in his middle school. His answer was an unequivocal, flat, "no." His reason? "It's not cool" (John Caldas, personal communication, March 21, 1997).

To us, it is crystal clear: in spite of our best efforts to gallicize him, our son has turned out to be a pretty typical all-American boy, albeit a bilingual one. Our 10-year-old twin girls, however, who have been in a

. . . maintaining minority languages is a social justice imperative of government.

French immersion program since 1995, not only speak significantly more French in the home, but have a more favorable attitude toward bilingualism (at least for the moment), than does our son (Caldas et al., 1998). Thus, we are perhaps witnessing an important key to revitalizing French in our state: the growth of school French immersion programs.

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To suggest that it is somehow criminal to speak to children at home in a language other than English is itself ridiculous, bordering on the absurd. This kind of thinking has not perpetuated English as the dominant language of the United States. *Au contraire* (sorry, judge), it has fueled the irrational xenophobia that has periodically swept the country and continues to endanger our rich linguistic heritage.

What is the antidote to this kind of irrationality? First of all, knowledge of the facts, and the dissemination of that knowledge, is helpful. It is well documented that the vast majority of immigrants to the United States are eager to learn English. Indeed, second generation children are not only competent speakers of English, but no longer even prefer to speak the native language of their immigrant parents (McCollum, 1993; Portes & Schauffler, 1994).

What about situations like Louisiana's, where children fluent in English are being taught in French and are thus attaining fluency in the second language while learning the regular school subject matter? Quite simply, if preservation of the second language is the goal, then there is probably no better way to ensure its survival. Moreover, there is a plethora of research reports that point to the academic competence, and even supremacy, of the bilingual products of immersion programs (Bankens & Akins, 1989; Boudreaux & Caldas, 1998a, 1998b; Christian, 1994; Snow, 1990).

Conclusion

Louisiana has come full circle: from a predominantly French-speaking state, to an officially bilingual one, to one that was aggressively extinguishing its French, and finally to one that has decided to preserve its French-speaking heritage. It is accomplishing this by teaching elementary school children in French immersion schools the state-mandated academic curriculum in French. These children are not only becoming proficient bilinguals, but they are thriving academically (Boudreaux & Caldas, 1998a, 1998b).

An important challenge now facing the state's various immersion programs is how to continue the success of the elementary school programs into the higher school levels. Research suggests it could take as many as eight years of extensive exposure to the second language for a child to achieve native-like proficiency in that language (Collier, 1987, 1988). Most of Louisiana's programs, which have been adding one French immersion grade per year, have currently reached grade seven. If the goal of these programs is a balanced bilingual, then immersion programs need to be extended upward into the middle schools, and perhaps even up through the high school level. Adolescence poses a formidable challenge to maintaining a minority language, as students feel strong societal and peer pressure to conform linguistically (Christian, 1994; Landry & Allard, 1991). Getting children to spontaneously speak a non-English language with their teenaged American peers is perhaps the ultimate test of success for any program dedicated to preserving a foreign language on American soil. Hopefully, Louisiana's gallic stubbornness will help provide the edge that will no doubt be needed to help it pass this important linguistic milestone on the way to preserving its rich linguistic heritage.

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Note New Addresses for NNELL

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Total Physical Response Storytelling: A Communicative Approach to Language Learning

Valeri Marsh
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Language teachers for years have relied on Total Physical Response (TPR) as an effective method for long-term retention of vocabulary. Popularized in the 1960s and 1970s by Dr. James Asher (1986), TPR enables students to acquire vocabulary in a manner similar to how a child learns his or her first language. All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges, thus distinguishing TPR from traditional "listen-and-repeat" methods.

With a natural language-acquisition process, fluency is promoted.

In a TPR lesson, teachers model actions that students then mimic as they hear, in the target language, vocabulary words combined with commands. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language, while establishing long-lasting associations between the brain and the muscles. Students who learn language via TPR will not soon forget it. Yet TPR, when used exclusively, has three serious limitations:

1. It focuses on the imperative mode, generally excluding the rest of the target language's sentence forms.
2. It uses primarily single-item vocabulary words or short phrases.
3. It fosters passive language skills.

As a result, teaching exclusively with TPR does not allow the learner to develop the narrative and descriptive modes needed for meaningful communication. In addition, TPR teachers and students eventually tire of executing commands and thus tend to run into the proverbial "TPR wall"—until now!

TPR Storytelling (TPRS), which was developed in the 1980s and 1990s by Blaine Ray of Bakersfield, California, provides the critical vehicle—storytelling—for utilizing and expanding acquired vocabulary. High-interest stories contextualize the vocabulary, enabling students to hear and see a story and then to act out, retell, revise, and rewrite it. Traditionally, we often implore our students to "think *in* the target language," overlooking the fact that they have not yet mastered enough language to do so. By using easy-to-follow stories and pictures, we can provide students with the basis they need to "think in." In addition, the nature of stories offers endless variety in the classroom. Students add humor, creativity, and originality to their own versions of the stories. By taking ownership in this way, students are highly motivated to share these stories with other students, thereby gaining valuable practice in communication.

TPRS provides benefits additional to those resulting from traditional language teaching approaches. Through consistent and comprehensible exposure to grammatically correct language, students develop an "ear" for language. With a natural language-acquisition process, fluency is promoted. Students no longer edit their speech and interrupt their message to think about grammar rules—a reason language production in traditional classes is typically low and slow. TPRS eliminates the need for memorization of lengthy vocabulary lists and complex grammar rules, formidable stumbling blocks for most students. In contrast, remembering a story line, especially one students hear, see, and act out, is natural and virtually effortless. The low level of stress with TPRS also enhances fluency, invites participation, and increases motivation.

Although formal grammar instruction in TPRS is delayed, teachers at two different schools have reported that several years of test results indicate that grammar is, nevertheless, successfully acquired early in the program (J. Nielson, personal communication, April 1997; B. Ray, personal communication, September 17, 1998). In spring 1993, at my own school—Phoenix Country Day School, Arizona—middle school students in a pilot pre-Spanish I introductory TPRS program actually scored above the national average on the Level One National Spanish Exam, a discrete-point grammar test given to high school students who have completed one year of Spanish I. Equally remarkable are the results being achieved at the high school level, both in Advanced Placement Test scores and enrollment for language study (Seely, 1998).

How can a teacher replicate these results? A brief outline of the sequence of steps for using TPR Storytelling in foreign language classrooms follows.

Step One: Use TPR, TPR Practice, and Scenarios to Teach Vocabulary

The teacher uses TPR to teach a small group of words. After introducing a word and its associated action, the class gains additional comprehensible input by "playing with" the vocabulary in TPR practice. Using gestures, manipulatives, pictures, and familiar vocabulary, the teacher further reinforces new vocabulary by giving students a series of commands they execute and short scenarios they act out.

For example, in a beginning-level story from the textbook *¡Cuéntame más!* (Marsh & Anderson, 1993), the following vocabulary items are taught via TPR: coyote, sees, bird, wants to eat, grabs, offers. Sample commands might include the following:

> Eat.
> Eat a big plate of spinach. (Yuck!).
> Eat four ice cream cones. (Yum!).
> See a small bird and a big coyote.
> Grab the coyote.
> Offer it to the student on your right.
> Offer that student a big bird.
> Grab a coyote and put it on that student's head.

After practicing the vocabulary with short commands, the students act out a scenario while the teacher narrates it. A sample scenario might look like this:

> There is a tiny bird. ("Student bird" takes a bow and says "tweet tweet.")
> There is a big coyote. ("Student coyote" takes a bow and "howls.")
> The big coyote has four sandwiches.
> The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches.
> Yum!

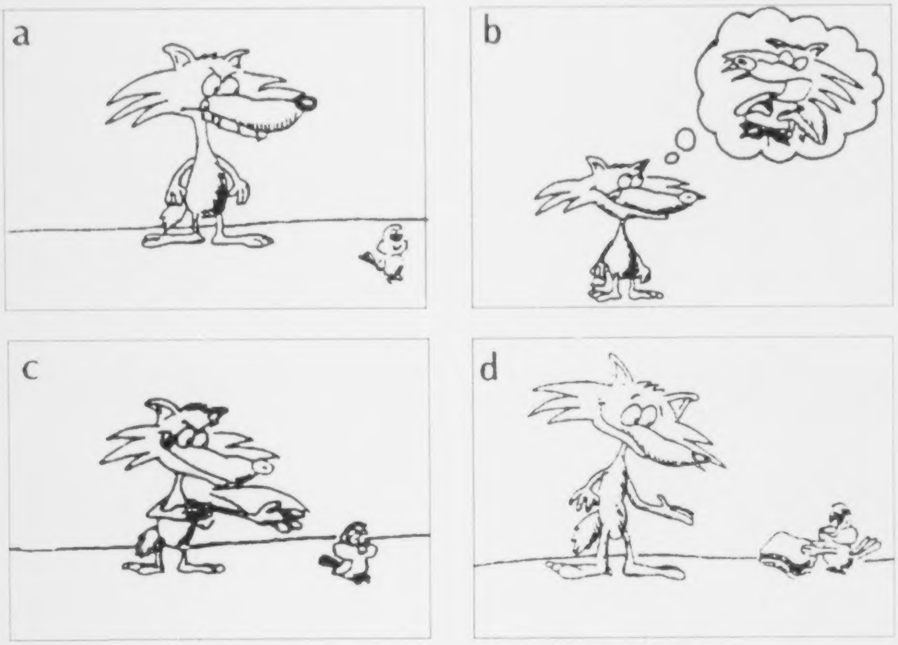
Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice producing the words. One student in the pair reads the word and the other gives the corresponding gesture, then they switch roles. Next, one student gives the gesture and the other says the corresponding word.

Step Three: Teacher Presents a Mini-Story, Which Students Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words. The mini-story and illustrations corresponding to the vocabulary words presented earlier appear in Figure 1.

Figure 1. Mini-Story to Teach Vocabulary



There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief!

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. Pause in the story to allow students to fill in words or act out gestures.
2. Make mistakes and let the students correct them.
3. Ask short-answer and open-ended questions, for example: Is the coyote big or little? Who does the coyote grab? What is the coyote's name? Where does it live?

Once the story is internalized, students then retell it to a partner.

Once the story is internalized, students then retell it to a partner. Students may tell the story from memory or may use illustrations or guide words written on the board as cues. The class then reconvenes and student volunteers retell the story for the other students to act out. The teacher may also help the class revise the story, changing a few details about the plot or characters to create a new revision to the original story line.

Step Four: Teacher Presents a Longer Story, Which Students Retell and Revise

Mini-stories are designed by the teacher to prepare students to narrate, read, and write a longer story that uses the vocabulary from the mini-stories. When the entire group of mini-stories has been mastered by the class, the teacher then repeats Step Three to introduce the longer story. Once this story has been presented and acted out, it is reinforced with readings and exercises from the textbook. As with mini-stories, students build upon the longer story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.

Step Five: Students Use New and Old Vocabulary to Create Original Stories

The teacher then gives students opportunities to capitalize on their creativity by writing, illustrating, acting out, and sharing their own original stories. Additional activities the teacher may wish to include are: drama, creative writing, videotaping, creating student booklets, contests, group/pair work, etc.

Conclusion

These are the simple steps at the heart of a comprehensive methodology that helps students rapidly acquire, internalize, and produce sophisticated language in a fully communicative approach. TPRS is being used with growing numbers of students at all levels, in foreign language, ESL, and bilingual classes with unparalleled success.

Notes: More information about TPRS training, materials, and test results can be obtained by contacting TPR Storytelling Network & Workshops: 800-877-4738, tprisfun@aol.com, or www.tprstorytelling.com.

The author thanks Carol Gaab and Contee Seely for assistance in reviewing this article.

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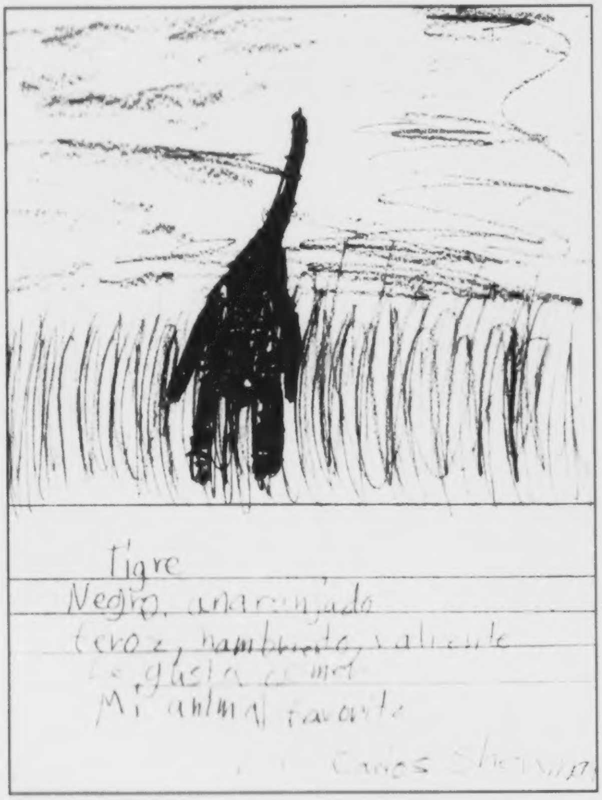
Children's Classroom Creations I



Tigre
Negro, anaranjado
feroz, hambriento, valiente
Le gusta comer
Mi animal favorito
Corey Sherman

Corey Sherman
Grade 4
Glen Urquhart School
Beverly Farms, MA
Barbara Kelley
Spanish Teacher

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31

Texas Educators Form a Unique Alliance: The Texas-Spain Initiative

A partnership between Texas and Spain is under way to promote educational, economic, and cultural exchange through language teaching and learning. The alliance, called the Texas-Spain Initiative, represents a unique instance in which Texas public schools have joined with the cultural ministry of an overseas country to improve and expand the teaching of language and culture.

The new Languages Other Than English Center for Educator Development (LOTE CED) at the Southwest Educational Development Laboratory (SEDL) in Austin is collaborating with three organizations to coordinate the activities of the Texas-Spain Initiative. Organizations include the Texas Education Agency, Spain's Ministry of Culture and Education, and Texas's State Board for Educator Certification. Several programs are planned in connection with the Texas-Spain Initiative. Present and future activities include Summer Institutes in Spain, a Visiting Teacher Program, a Teacher Assistant Program, Spanish Academies in Texas Schools, and student and teacher exchange programs.

The 1998 Summer Institutes were the first activities that the LOTE CED facilitated. As part of this program, more than 50 Texas Spanish-language and bilingual educators traveled to Spain this past July for professional development in Spanish language, culture, and literature. Of the 50 teachers who went to Spain, 34 Texas K–8 bilingual teachers traveled to Madrid to attend a three-week course on children's literature, and 21 Texas high school Spanish-language teachers went to Salamanca for courses on Spanish language and culture. "Using what they have learned from the courses, the teachers will share their experiences by providing professional development opportunities to other Texas teachers in their districts," says Sylvia Juárez, Texas-Spain Initiative Coordinator.

Also this past summer, approximately 50 teachers from Spain traveled to Texas to take a variety of teaching positions in Texas public schools for periods of one to six years. "The demand for teachers in Texas is always high," says Lillian King, Director of the LOTE CED. "This Visiting Teacher Program is a great opportunity to answer the demand while giving students the opportunity to learn language and culture from natives of Spain."

The LOTE CED provided the teachers from Spain with a week-long orientation to Texas and its education system. "We wanted to prepare these visiting teachers from Spain for life in the United States. The orientation helped them understand the school system in Texas and fostered their awareness of cultural differences in classroom practice, such as classroom management techniques or parental involvement," says Sylvia Juárez.

The Texas-Spain Initiative also includes a teacher exchange program, which is a one-year post-to-post exchange of positions between Texas teachers and teachers from Spain. Four teachers are participating in the teacher exchange program this year. In addition, the LOTE CED will co-coordinate exchange programs for students and teaching assistants. Plans for these programs are currently under way.

Lillian King and Sylvia Juárez invite educators to learn more about the Texas-Spain Initiative and the new LOTE CED at SEDL. Contact them at 512-476-6861, or by E-mail: leking@sedl.org and sjuarez@sedl.org.

Scoring Rubrics: Changing the Way We Grade

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Outside a classroom in an elementary school, a passerby overheard a student who was taking a test ask the teacher, "Should we answer what is right or what we think you think is right?" This incident indicates that students may view a test as an exercise in "guessing what the teacher wants" in order to get a good grade.

In the culture of American schools, students have grown accustomed to being graded on the number of "right" or "wrong" answers they give on a test, such as correctly spelling a list of words or accurately matching pictures to corresponding words or phrases. Students' scores on such a test are an objective count of the number of right answers. This type of scoring is readily understood by students and is easily graded by the teacher because it requires minimal analysis and interpretation.

As teachers implement performance-based assessments into their classrooms, however, they struggle to provide students with a clear, objective description of a superior, good, or average performance and to translate each student's performance into an objective grade in the grade book. O'Malley and Valdez Pierce (1996) propose that in order to make teacher judgment valid and more reliable, a scoring scale referred to as a rubric or a scoring rubric be used. In this method, numerical values are associated with performance levels. The authors clarify that the criteria for each performance level of a rubric must be precisely defined in terms of what the student must do to demonstrate skill or proficiency at each level.

Scoring rubrics minimize ambiguity by defining a concrete way to grade varied tasks. Rubrics can be developed for oral interviews as well as for student-made vocabulary games. In addition, by making known the scoring rubrics before students begin the task, teachers offer students a clear understanding of what criteria must be met and what level of performance students must achieve to earn a certain grade. Accordingly, students can use rubrics to assess their performance in preparation for the teacher's assessment.

Scoring rubrics minimize ambiguity by defining a concrete way to grade varied tasks.

Teachers often are concerned that assigning an objective, numerical grade to a subjective activity such as a face-to-face, paired conversation would be unfair or biased. Others worry that, if challenged, they might not be able to document the grade given with concrete evidence such as that provided by a traditional paper-and-pencil objective test. Upon reflection, however, teachers will realize that many things that they evaluate both inside and outside of the classroom are subjective, yet are nevertheless reviewed and rated. To elicit the maximum performance from students, the teacher will model a strong performance, give "anchors" or examples of outstanding work, and provide students with time to practice.

There are two principal types of rubrics: holistic and analytic. Five basic steps are helpful in designing a rubric:

1) Determine the type of rubric,
2) Determine the range of the scores possible,
3) Describe the criteria for each score or rating,

4) Share the rubric with a small group of students for their feedback and revise if necessary, and
5) Standardize the process with a set of anchors or samples.

A *holistic rubric* is used to give students a single score based on several criteria. For example, using a holistic rubric to score an oral description of a photograph, the criteria could be: overall vocabulary use, comprehensibility, and preparation (see Figure 1). The sample scoring rubric in Figure 1 contains three levels, Emerging, Developing, and Expanding, each of which addresses the three stated criteria and requires a slightly more demanding performance. Because teachers need to score a student's performance according to the overall category, not by the individual criteria within each category, different teachers might score the same student differently because of their varied interpretations of the descriptors.

An *analytic rubric* is used to give students a score on each of several criteria, which are then added together for the final score. The analytic rubric is advantageous to students because it provides them with greater feedback on their performance. For example, when grading a face-to-face conversation between two students using an analytic rubric, the teacher might rate and score students at different levels (1, 3, or 5 points) for each of the criteria (see Figure 2). There is even a greater possibility with the analytic rubric than with the holistic that different teachers might score the same student differently because of their varied interpretations of the increased number of descriptors.

The analytic rubric is advantageous to students because it provides them with greater feedback on their performance.

Criteria may be weighted (given higher possible scores) to reflect the emphasis the teacher has placed on them in instruction. In many instances, the parts that are more recently acquired are given a greater weight in the scoring. In the Paired Conversation Rubric, in Figure 2, for example, the criteria of "Language Use," might have been assigned a range of scores of 5, 7, 9 points, if the teacher had wished to provided greater emphasis on it in scoring.

In determining the spread of scores for a new rubric, it is best to start with a limited range of points. For example, a simple 1 = low, 2 = average, and 3 = high is less discriminating than a 1–8 point range, but often makes it easier for students to understand their score. The descriptors that correspond to each score should be clear enough for others to use without explanation and should address the full range of student responses.

Figure 1: Sample Holistic Scoring Rubric for Oral Description of a Photograph

3 Expanding
Uses varied and interesting vocabulary from previous and current lessons.
Communicates message with few grammatical errors.
Demonstrates careful preparation.

---

2 Developing
Uses limited vocabulary from previous and current lessons.
Communicates message with some difficulty because of grammatical errors.
Demonstrates some preparation.

---

1 Emerging
Uses a few words from previous and current lessons.
Does not communicate message effectively.
Demonstrates little or no preparation.

Figure 2: Paired Conversation Rubric

Criteria	**1 point**	**3 points**	**5 points**
Language Use	Heavy reliance on English.	Frequently inserts an English word.	Can "talk around" an exact word in order to maintain conversation in Spanish.
Ability to Sustain Conversation	Can say only one or two things about the topic. Unable to go into another conversational topic.	Topic changes often and unnaturally. Can say only one or two things about each topic.	Chooses and sustains one conversational topic throughout (e.g., family).
Conversational Interaction	Interaction is like a "dead tennis ball." No conversational reaction to what is said by partner.	Limited conversational reaction to what is said by partner. Responds, but quickly moves to an unrelated question or statement.	Natural interaction between partners. Each responds by following up on what the other person says.

Scoring: A = 15 points; B = 11–13 points; C = 5–9 points; D = 3 points

It is advisable to pilot the rubric with a small group of students, and to revise it if necessary. If all students receive high scores, for example, the rubric may be too easy and the expectations too low. Conversely, if there are no high scores, the rubric may be too difficult, not clearly defined, or not descriptive of the task. It is also possible that if all scores are low the directions may have been misinterpreted or the task is very different from the usual assignments in class. Perhaps most important to the success of rubrics in the classroom is the use of "anchors," or sample pieces of work, to show as concrete examples to students to clarify each level of performance for the task.

In many cases, it is possible to include students in determining the criteria for a scoring rubric. For example, when students are asked to list the elements of a board game that make a game "fun," the teacher has the basis for designing a scoring rubric for student-made games for portfolios or class projects. For example, in a middle school class, students stated that games were more fun when they required the use of strategies, rather than having a game based only on chance. The rubric in Figure 3 emphasizes the use of both language and cultural awareness, but also includes some of the elements described by the students.

Today more teachers are developing rubrics to communicate better with their students about the progress they are making in the foreign language classroom. Marie Erickson, a Spanish teacher from the Midland Public Schools in Midland, Michigan, shares a scoring rubric for third grade students (see Figure 4). the rubric was developed by a small group, in which Erickson participated, at the 1998 Teacher Partnership Institute sponsored by the National K–12 Foreign Language Resource Center at Iowa State University. The rubric was designed to evaluate students' oral presentations about their families.

As teachers enter into the "area of judgment" in regard to student work, they need the explicit criteria of a rubric to help them rate the quality of students' finished products. Students need rubrics to help them distinguish

Figure 3: Board Games Scoring Rubric

CRITERIA:	**Garage Sale Game** **1 point**	**"Games" Magazine Winner** **3 points**	**Milton Bradley Game** **5 points**
Game Board	Only in "draft" form. Needs more development.	Colorful game board with correct spelling of most words.	Visually attractive and accurate game board with prepared game cards.
Markers	No cultural or thematic connection.	Culturally appropriate to theme.	Cultural artifacts that fit the theme.
Vocabulary	Uses only one vocabulary group (like color vocabulary in "Candy Land").	Uses at least three vocabulary groups (like people, weapons, and rooms in "Clue").	Uses more than three vocabulary groups.
Conversational Strategies	Players use little conversation. Outcome left to chance.	Players read questions from card to obtain information.	Players ask questions and elicit varied answers. Must interact with others to win the game.

Figure 4: Family Descriptions

CRITERIA:	**Family Sketch** **2 points**	**Family Photograph** **4 points**	**Family Portrait** **6 points**
Vocabulary	Uses 1 word to describe family members.	Uses short phrases to describe family members.	Uses complete sentences to describe family members.
Creativity	Uses only spoken words, no visuals.	Uses1–2 visuals; shows pictures and actions to clarify words.	Uses 3 or more visuals, actions, or props.
Quality	Difficult to understand presentation.	Clear, but no additional information.	Interesting; very clear; detailed information.

between acceptable and unacceptable performance. This process lays the groundwork for setting standards. As students see exemplary work and help design class rubrics, their own standards increase and they have an investment in their assessment outcomes.

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O'Malley, J. M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers.* USA: Addison-Wesley.

Classroom Resources

French

Bojanoswski, N. A., (Text), & Laverdère, B., (Illustrations). (1997). *Si j'étais un animal.* Quebec, Canada: Les éditions du Raton Laveur.

Available from Sosnowski Associates, 58 Sears Road, Wayland, MA 01778; 800-437-7161. Cost is $7.95, plus shipping.

This is another delightful book published in Canada in the *Raton Laveur* series. The collection is geared to children in the 3- to 8-year-old range. The text is developed around the concept of *"si j'étais"* (if I were) and the pros and cons of being what you are not. The narrator imagines himself an animal and fancies he would then be allowed to do many things that are forbidden to a little boy. But, of course, he would also forego things he does enjoy. The moral is clear: use your imagination but remain true to yourself.

What I particularly like is the use of rhythm and rhyme in the text and the vivid, unusual, colloquial verbs. The illustrations are Dr. Seuss-ish and could easily inspire students to write and draw *"Si j'étais"* books of their own. Even older students, fifth to eighth graders, could enjoy playing with the conditional tense and create interesting storybooks without the burden of conjugating verbs fully.

Davis, A., (Text), & Petricic, D., (Illustrations). (1997). *La grosse patate.* Toronto, Ontario, Canada: Les éditions Scholastic.

Available from Sosnowski Associates, 58 Sears Road, Wayland, MA 01778; 800-437-7161. Cost is $8.99, plus shipping.

This little book reads like a folktale. Indeed, the dedication, by the illustrator, Dusan Petricic, is to his mother and father who told him the tale of the enormous potato many years ago. It is the story of a farmer who plants a potato that grows and grows into the biggest potato plant ever. When the time comes to pull the potato out of the ground, the farmer needs the help of his wife, then his daughter, the dog, the cat, and finally the mouse. Together, they manage to pull the enormous potato out and the whole village is invited to cook and feast on it. When the entire potato has been eaten, so is the story finished.

This is a story with simple language, much repetition, and a format that will be familiar to all children from well-known stories such as *The Old Woman Who Swallowed a Fly* to *The Farmer in the Dell.* They will enjoy the illustrations and the arrangement of illustrations and text on the page. This is an appealing book that can easily be read by the teacher, pantomimed by the students, adapted by older students, or turned into a folktale-type sketch for presentation to parents.

Smith, D. (1991). *Trouve-moi! Un livre pour jouer à cache-cache.* Paris: Albin Michel Jeunesse.

Available from Sosnowski Associates, 58 Sears Road, Wayland, MA 01778; 800-437-7161. Cost is $17.50, plus shipping.

This is an interactive book in which the object is to find a hidden little cutout figure. The very young child can hide the figure behind any number of cute picture-flaps: behind the elephant, under the gorilla's foot, in the clouds. The fun is in asking a friend to find the figure. The French text is basic and translates to: Peek-a-boo, where am I? Under the giraffe? Behind the penguin? In the mouth of the lion? This is an amusing way to use and teach prepositions since the simple phrases are repeated in many different contexts. Surprisingly enough, my older students, sixth and seventh graders, enjoyed playing this game among themselves. Perhaps it was the novelty of being allowed to act like younger children. Isn't that one of the pleasures of learning another language? The illustrations are bold, colorful, and simple, with plenty of surprise flaps entertain the children.

German

Jung, H. (Ed.) (1963). *Spielbare Witze und Sketche für Kinder.* Niedernhausen/Taunus: Möller Verlag.

Available through International Book Import Service, Inc., 2995 Wall Triana Highway, Huntsville, AL 35824-1532; 800-277-4247; Fax: 256-464-0071; E-mail: ibis@IBIService.com. Cost is $6.00.

Teachers will find this book to be a great help in making the learning of German fun, since it contains enjoyable games, plays, jokes, and sketches for students of all age levels. It will help teachers learn to integrate simple jokes into the German class, as well as show them how to make the sketches that are included come to life by using simple props and costumes.

Spielbare Witze und Sketche für Kinder contains a variety of short sketches, lasting from two to twenty minutes, that can easily be dramatized by beginning students. Most of the props needed can be found at home or in school. The sketches are divided into topics such as "Family and Play," "At the Doctor's Office," "Shopping," and "In a Restaurant."

Students of all ages will enjoy these sketches. The sketches will enhance students' language learning by simulating real-life situations in which they can use their new language skills.

Spanish

Líscano, H. & Galué, G. *Infantiles, Vol. 1 & 2.* Caracas: Arce Records C.A.

Available from Edumate Educational Materials, 2231 Morena Blvd., San Diego, CA 92110; 619-275-7117; Fax: 619-275-7120. Cost is $15.98, for each CD (Volumes 3 and 4 are also available.)

Volume 1: *Don Pepito; El negrito pon; Mambrú; María Moñito El elefante del circo; Los pollitos; El barquito; Patico - Patico; La casita; La trompeta; Pom pom; ¡Qué pequeño el mundo es!; A la rueda rueda; La vaca lechera; Cumpleaños feliz; Payasito; Pinocho; A la víbora de la mar, El chorrito; Con real y medio; La manzana; Arroz con leche; Los dientes; Duérmase mi niño.*

Volume 2: *Matarilerilerón; Los Chimichimitos; Looney Tunes 1; La cucaracha; En la granja de mi tío; Asserín, aserrán; Popeye; Tengo una muñeca; Que la baile; Si tu tienes muchas ganas; La marcha de las letras; El ratoncito Miguel; Looney Tunes 2; Tralala; Juguemos en el bosque; Chinito; ¡Ay qué noche tan preciosa!; La estrella azul.*

This two-volume compact disk (CD) set from Venezuela is full of traditional songs, musical rhymes, and game songs for children. The music is upbeat, fun, and engaging. In fact, the songs have been running through my head for days. The beautiful voices of children and adults are clear and easy to follow (which is important because the CDs include no transcription of the words). Volume 1 has 24 songs and Volume 2 has 18. Many are old favorites such as *Los pollitos, A la víbora de la mar, Juguemos en el bosque,* and *Matarilerilerón.* The CDs also include songs and rhymes that were new to me including *El chorrito*, *Con real y medio*, and *A la rueda rueda*.

El chorrito
Allá en la fuente había un chorrito, se hacía grandote se hacía chiquito. (2x)
Estaba de mal humor pobre chorrito tenía calor. (2x)
Allá en la fuente las hormiguitas van a lavarse las antenitas. (2x)
Estaban de mal humor las hormiguitas tenían calor. (2x)

Con real y medio
Con real y medio, con real y medio, con real y medio compré una chiva. (2x)
La chiva tuvo un chivito.
Con real y medio, con real y medio, con real y medio compré una gata. (2x)
La gata tuvo un gatico.
Tengo la chiva, tengo el chivito, tengo la gata, tengo el gatico y siempre tengo mi real y medio.

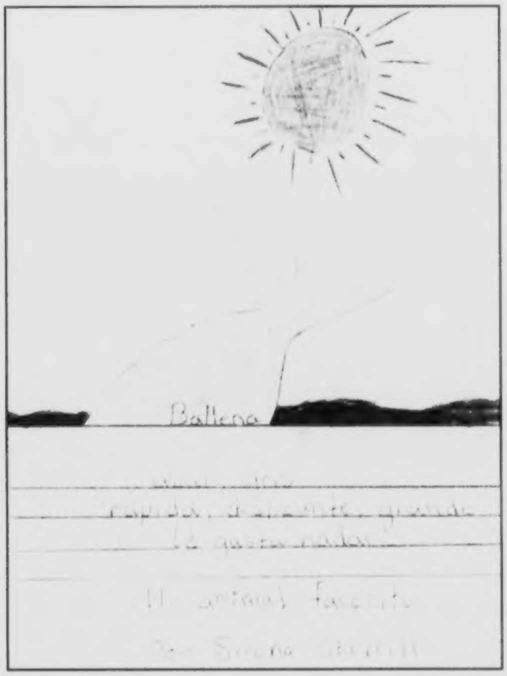
(The same verses repeat with more animals, *una lora, una mona, una pata* until the last line includes all of the animals.)

A la rueda rueda
A la rueda rueda de pan y canela,
dame un besito y vete a la escuela,
si no quieres ir, acuéstate a dormir.

The traditional songs in Spanish are interspersed with traditional songs from the United States (sung in Spanish), including *Qué pequeño el mundo es*, *En la granja de mi tío*, *Popeye*, and *Cumpleaños feliz* (*Ay qué noche tan preciosa*, the Venezuelan birthday song is also included), as well as the music from Looney Tunes. This charming collection will be a welcome addition to your music resources and the instrumentals will add a little spice to the songs you already know.

Note: There are two songs, one on each CD (*El negrito pon* and *Chinito*) that, although traditional, may be perceived as promoting stereotypes.

Children's Classroom Creations II



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Grade 4
Glen Urquhart School
Beverly Farms, MA
Barbara Kelley
Spanish Teacher

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Calendar

Fall 1998 Conferences

November 20–22, 1998
American Council on the Teaching of Foreign Languages, Chicago, IL. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8330; Fax: 914-963-1275; E-mail: actflhq@aol.com.

Spring 1999 Conferences

March 11–13, 1999
Southern Conference on Language Teaching, Virginia Beach, VA. Lynne McClendon, SCOLT Executive Director, Fulton County Board of Education, 165 Lazy Laurel Chase, Roswell, GA 30076; 770-992-1256; E-mail: lynnemcc@mindspring.com.

April 7–10, 1999
50th Anniversary Conference, Pacific Northwest Council for Languages, Tacoma, WA. Ray Verzasconi, Oregon State University, Kidder Hall 210, Corvallis, OR 97331; 541-737-2146; Fax: 541-737-3563.

April 8–11, 1999
Northeast Conference on the Teaching of Foreign Languages; New York, NY. Northeast Conference at Dickinson College; PO Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: nectfle@dickinson.edu.

April 8–10, 1999
Southwest Conference on Language Teaching, Reno, NV. Audrey Cournia, Executive Director, SWCOLT, 1348 Coachman Dr., Sparks, NV 89434; 702-358-6943; Fax: 702-358-1605; E-mail: acournia@compuserve.com.

April 15–18, 1999
Central States Conference on Language Teaching, Little Rock, AR. Rosalie Cheatham, CSC Executive Director, Division of International and Second Language Studies, University of Arkansas at Little Rock, 2801 S. University Ave., Little Rock, AR 72204; 501-569-8159.

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/nnell

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Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 1998-1999 academic year). Enclosed is a check for $20.00. (Overseas rate is $25.00.) Make checks payable to NNELL.

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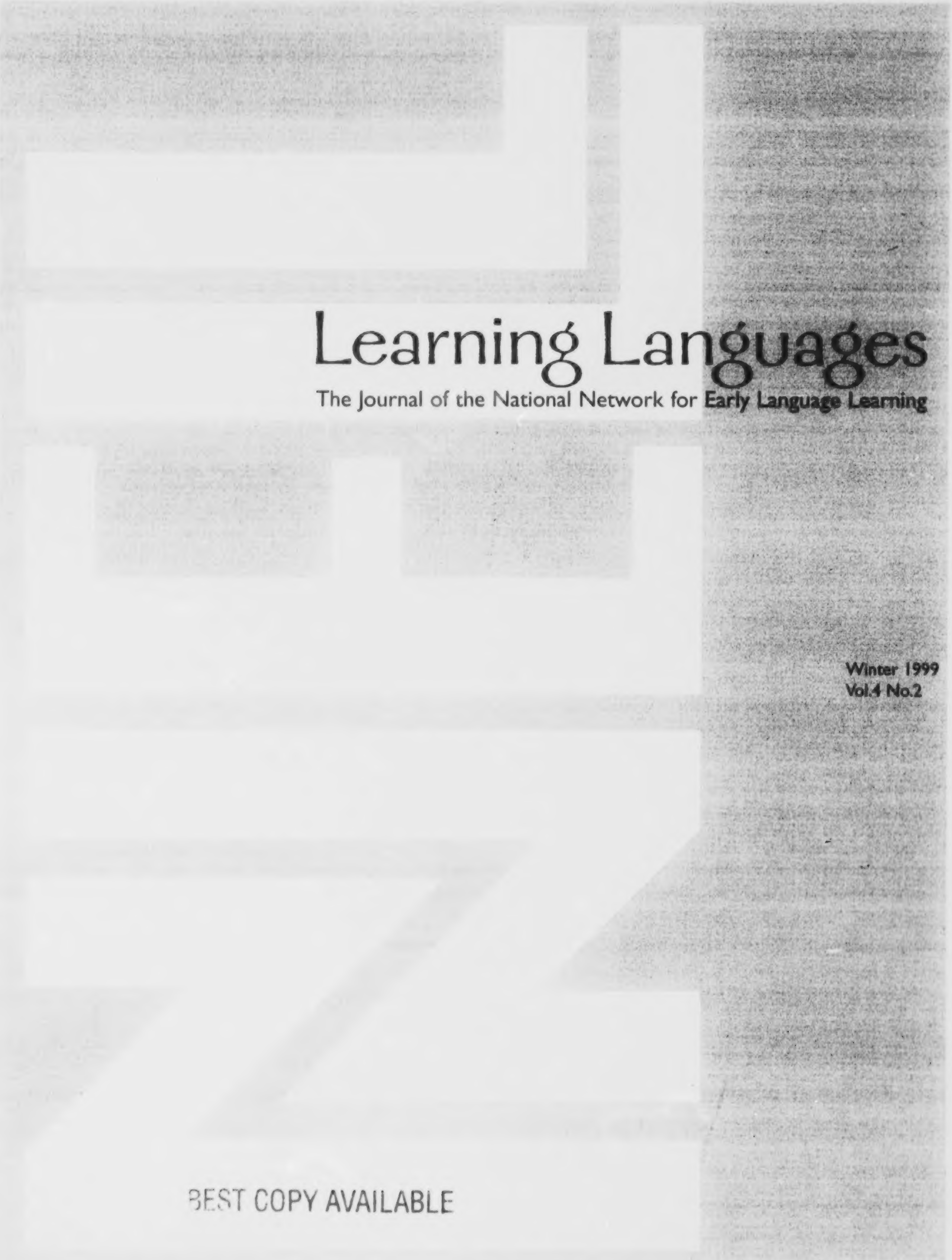

Learning Languages

The Journal of the National Network for Early Language Learning

Winter 1999
Vol.4 No.2

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Learning Languages: The Journal of the ***N****ational* ***N****etwork for* ***E****arly* ***L****anguage* ***L****earning* is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/nnell.

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Learning Languages

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Articles

4 **Designing and Implementing an Innovative Foreign Language Program: Reflections from a School District–University Partnership**
G. Richard Tucker and Richard Donato

13 **New Visions in Foreign Language Education**
Myriam Met

16 **International Schools: The Challenges of Teaching Languages Overseas**
Virginia P. Rojas

Features

2 **Notes from the President**
12 **Award for Excellence Includes NNELL Member**
15 **Announcements**
23 **Loren Alexander Award Established**
24 **Activities for Your Classroom**
27 **Classroom Resources**
28 **NNELL Membership Secretary: Goodbye and Hello!**
29 **Why Should Students Be the Only Ones Who Can Make the Honor Roll?**
30 **Explore Argentina! An Exploratory Program Assignment**
36 **Publications to Order**
37 **Children's Classroom Creations**
38 **NNELL Swapshop Breakfast Is a Success!**
39 **Nominations Open: NNELL Executive Board for Fall 1999**
40 **New Resources Available**
41 **Assessment of a Preschool Second Language Program Using Sticker Books as Portfolios**
43 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $20/year ($25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 4646 40th St. N.W., Washington, DC 20016-1859. Copyright © 1998 by the National Network for Early Language Learning.

Notes from the President

It is my honor and pleasure to serve as president of the National Network for Early Language Learning for 1999. This is an exciting year leading up to the new millennium and the many great challenges that lie ahead. As we reflect on our 1998 accomplishments, I want to thank Susan Walker, now past-president of NNELL, for her outstanding leadership and many contributions. Susan has served foreign language organizations in many capacities, and her many services to NNELL were stellar. She appointed regional representatives and chairs of committees who have been working extremely hard to serve our profession. I wish her the best—and a restful year as past-president. She will continue to serve NNELL as chair of the nominating committee.

NNELL accomplished many things during 1998. We held a successful series of workshops and activities at the ACTFL conference in Chicago. The NNELL Swapshop Breakfast broke all records, with more than 250 participants and more publishers than ever. I would like to thank the publishers who gave so generously of their time to come to the Swapshop Breakfast to share their materials. Special thanks go to the publishers who donated generously to our conference activities. You will see their names listed in *Learning Languages* as contributing members of NNELL. We encourage other publishers to join our contributing membership category, as these funds help us plan activities for our members at the conference.

Also at ACTFL, NNELL sponsored an exciting booth, where we distributed information to hundreds of conference-goers. Each year we see increasing interest in elementary school language learning. NNELL and the Center for Applied Linguistics continue to contribute tremendously to the information that school districts need as they consider expansion of their programs.

The NNELL Board met at the conference and finished a plan for improving articulation between NNELL officers and state representatives. We now have representatives in almost every state and six regional representatives who work with the second vice-president to disseminate information about NNELL (see NNELL's website at www.educ.iastate.edu/nnell). We have an outstanding advocacy packet, which was designed by Key Hewitt. It is being provided to NNELL members and others through the hard work of the co-chairs of our Advocacy Committee, Kay Hewitt and Mary Lynn Redmond. The advocacy kit is available for purchase (see order form in this issue). If you or anyone you know needs up-to-date, convincing materials for school administrators, teachers, and parents, please order the advocacy kit. It is the bargain of what is left of this century!

Also at the conference, NNELL sponsored a "Meet the Authors" session, where we thanked Myriam Met, Cathy Wilson, and Bill Fleig of Scott Foresman for their hard work in creating a new volume celebrating NNELL's tenth anniversary. The volume, *Critical Issues in Early Lan-*

guage Learning, has sold so many copies that NNELL is receiving a wonderful royalty. It will be used to further our advocacy efforts. If you haven't purchased a copy of *Critical Issues*, check this journal for information on how to order. It makes an excellent gift for school administrators or parents who have helped establish early language programs. It belongs in every curriculum center at colleges and universities and can be used as the textbook for training elementary language teachers or as a part of a secondary methods course. It is also an excellent resource to have in elementary school libraries.

Due to the leadership of Mary Lynn Redmond and Eileen Lorenz, a second volume will be published. Teachers who came together at the Wake Forest University conference will see the fruits of their labor in this volume to be published by National Textbook Company. Available later this year, it will be full of exciting lesson plans that incorporate the national foreign language standards.

Finally, I would like to thank the state and regional representatives for their incredible commitment. Across the country, NNELL representatives are being placed on executive boards of state language organizations to represent the interests of early language learning. We encourage you to go to your state organization and ask that the NNELL representative from your state be a part of the state language organization's executive board so that we can achieve full integration of K–12 education in many more states.

1999 holds special promise for NNELL. We have exciting activities planned. One of the most exciting is that all NNELL state representatives, important policy makers in the United States, and other interested conference-goers will be invited to the Hartford, Connecticut, area for a small conference on July 10, 11, and 12. Details will be forthcoming to the NNELL state reps. This conference, which will focus on the institutionalization of long sequences of instruction, will provide much needed information on advocacy and articulation of elementary school foreign language programs into middle and high schools. The conference will emphasize sustaining programs in districts and in states. We plan to have plenary sessions with representatives of the national elementary principals, school superintendents, and school board associations, representatives form the National Foreign Language Center, and some of the Title VI National Language Resource Centers in the United States. The purpose will be to work together as state and national representatives to forge a national advocacy campaign to sustain elementary language programs and to create a model for articulation from the elementary grades to the middle and high schools. We are presently seeking sources of funding so that a portion of the state representatives' expenses can be defrayed. If any of you in the readership have ideas about funding sources, I would like to hear from you. We will be staying in the Hartford area and meeting at a local university.

That's all for now. Best of luck in your NNELL work.

Christine Y. Brown

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Designing and Implementing an Innovative Foreign Language Program: Reflections from a School District–University Partnership

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Richard Donato
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University of Pittsburgh
Pittsburgh, Pennsylvania

Recent federal legislation, entitled *Goals 2000: Educate America Act*, calls for American students to leave grades 4, 8, and 12 having "demonstrated competence over challenging subject matter including English, mathematics, science, [and] foreign languages." Although every European country has a national policy for the introduction of at least one foreign language into the elementary school curriculum of every child (Dickson & Cumming, 1996; Pesola, 1992), it is estimated that foreign languages are offered in only 31% of the elementary schools in the United States (Rhodes & Branaman, in press). However, studies indicate that, as a nation, we are generally receptive to teaching foreign languages in the elementary school. Of the American population, 40% believe that there should be a foreign language requirement in the elementary schools, and 75% think that foreign language study should be an option available in the elementary school (Eddy, 1980).

If American students are to leave grades 4, 8, and 12 with demonstrable proficiency in a foreign language, the number of foreign language programs at all levels will need to be significantly expanded and improved.

If American students are to leave grades 4, 8, and 12 with demonstrable proficiency in a foreign language, the number of foreign language programs at all levels will need to be significantly expanded and improved. This is particularly true at the elementary level. The importance of including foreign language study in the elementary school is also supported by the research on the amount of instructional time required for developing functional proficiency in a foreign language (Carroll, 1967) and by the widely held professional view that language competence can only be achieved in well-articulated, sustained sequences of foreign language instruction (Donato & Terry, 1995). Expanding foreign language instruction in the elementary school will give students an extended opportunity to achieve the goals that have recently been developed and disseminated as the Standards for

Reprinted with permission from Tucker, G. Richard, & Donato, Richard. (1998). Designing and implementing an innovative foreign language program: Reflections from a school district–university partnership. *Studia Anglica Posnaniensia, 33,* 451–462.

Foreign Language Learning (1996) and to develop truly functional ability in a language other than their first language.

The major objection to incorporating foreign language instruction into the elementary school curriculum seems to be that there is not enough time in the instructional day (Baranick & Markham, 1986). Our present national concerns with systemic educational reform and with competitiveness make this a critical time to explore more fully the factors related to the implementation of elementary school foreign language programs. A number of major issues often arise when considering foreign language education in the elementary school (FLES) for majority-language speakers in the United States, that is for speakers of English as a mother tongue: (a) the model of instruction to be implemented—an immersion or standard FLES model; (b) the age at which foreign language instruction should begin; (c) language(s) in which instruction should be offered; (d) the realistic proficiency expectations to be established for elementary school students studying a given language within a given model; and (e) how best to assess the language proficiency of young children.

The goal of this article is to describe the systematic planning and subsequent implementation and evaluation of a new systemwide Spanish program at the elementary level in a small school district in suburban Pittsburgh, Pennsylvania. (The system is a relatively small one, comprising approximately 2,800 students who come from mostly European-American, working-class families.) In the sections that follow we will briefly discuss the following: (a) the active participation by all senior administrators, including the superintendent in a year-long planning effort that culminated in choice of language, teacher selection, curriculum development, and in-service training for all elementary school faculty members; (b) the ways in which the language program, which is intended ultimately for all children in the district, has been incorporated into the overall curriculum of the district; (c) the status of the current program, which is presently nearing its second full year of implementation; and (d) plans for the future. We conclude by discussing factors that have contributed to the initial success of this exemplary program.

Genesis of the Program

In May 1995, we were invited to attend an informal meeting with the Superintendent of Schools of Chartiers Valley School District and several of his administrative staff. The invitation resulted in part from our previous research evaluating the diverse aspects of the implementation of a Japanese program at the elementary school (see, for example, Donato, Tucker & Antonek, 1996; Tucker, Donato & Antonek, 1996), and partly from the fact that Donato directs the major foreign language education teacher preparation program in the region. This meeting was the beginning of a mutually beneficial and thoroughly enjoyable school district–university partnership that continues to the present day. Superintendent Bernie Sulkowski opened the meeting by articulating a vision for students and for the district—a vision that included doing something different, something daring. He proposed that a new program be developed so that all pupils in the district would study a common foreign language throughout their entire scholastic career. He described clearly how American secondary school graduates in the 21st century will be competing for positions in which numeracy, literacy, problem-solving, and communication skills will be increasingly valued and moreover how students with a bilingual proficiency will possess a comparative advantage over their monolingual English-speaking counterparts. He predicted that tomorrow's graduates will compete for positions not only in

Superintendent Bernie Sulkowski opened the meeting by articulating a vision for students and for the district—a vision that included doing something different, something daring.

Baltimore, Chicago, Detroit, and New York, but also in Beijing, Paris, Tokyo, and Zurich.

A number of questions surfaced at the initial meeting: Was the vision plausible? If so, in which language(s) should instruction be offered? Were teachers available? Would the community support such a program? Would members of the school board support such a program—and provide the necessary budgetary authorization? How could the school district and the universities (Carnegie Mellon and the University of Pittsburgh) work collaboratively to their mutual benefit?

Survey results revealed broad general support for an innovative foreign language education program and support specifically for the teaching of Spanish.

The group decided to form an "Elementary Foreign Language Committee" to oversee the planning and implementation of a new and innovative foreign language program. Committee members include the director of curriculum, Kathy Gori, who chairs the group, the superintendent, principals from the elementary and intermediate schools, selected elementary school teachers, the chair of the secondary school foreign languages department, and the university collaborators. To date (that is, through April 1998), the entire group has met on 12 occasions to plan, review accomplishments, and make decisions concerning priorities for future work. As appropriate, subgroups or individuals carry out specific activities, which they report to the committee.

Choice of Language and Timetable for Implementation. One of the first issues confronting the group was choice of language(s). A number of options were considered, including French, German, Japanese, and Spanish. At the time the district offered French, German, and Spanish to students in grades 9–12 on an elective basis. In addition, members of the university partnership proposed that Japanese be considered because of their work with a local innovative program. A number of factors were considered such as likely availability of prospective teachers and materials, potential community support, and utility of proficiency in the target language for graduates. For pragmatic reasons, the decision was made to select one language only, and to make its study compulsory for all children. At this point, the committee decided it would be useful to conduct a community survey to ascertain the level of support for the program and to obtain feedback concerning the choice of language. A survey instrument was developed, piloted, revised, and administered to a broad sample of parents as well as to all members of the school board. Survey results revealed broad general support for an innovative foreign language education program and support specifically for the teaching of Spanish.

The second major issue was whether to begin the program from the bottom up, that is at the kindergarten level; from the top down, that is working backwards a year at a time from grade 9, at which level instruction then began; or from both ends to meet in the middle. After much discussion around issues such as scheduling, teacher availability, and the necessity of ensuring long-term articulation, a decision was made to propose to the school board the implementation of a Spanish FLES program in September 1996 for all kindergarten children in the district.

Data from the FLES Community Climate Survey developed by a committee member and distributed to selected parents, the school board, and a district steering committee (n = 60; 78.3% response rate) indicated that 34% of the respondents preferred a program that introduced children to Spanish (another third of the respondents were split among Japanese, German, French, or indicated that they had no preference) and that this new FLES program should have the goals of developing cultural knowledge (93%), engaging students in the excitement of language learning (80%), and building basic language proficiency (19%).[1]

It was also decided to extend the program to grade 1 in September 1997 and to grade 2 in September 1998, with the systematic introduction of new cohorts of kindergarten youngsters. With this plan, the district will have a fully articulated foreign language program from kindergarten through grade 12 in 2004. The Board of School Directors formally approved this plan in April 1996.

Development of an Action Plan. After deciding on the target language (Spanish) and the model for implementation (bottom up), the committee next turned its attention to the following: (1) recruiting an appropriate teacher; (2) planning for curriculum development activities; (3) informing members of the community about the new program; and (4) orienting other teachers and administrators working in the system. These activities continued during the late winter and spring of 1996. A major benchmark was the hiring of the first kindergarten Spanish teacher, Ms. Cassie (Quince) Kuzniewski, who was a dually certified graduate from the University of Pittsburgh in elementary education and in Spanish. The early hiring of Ms. Kuzniewski meant that she was able to devote a substantial block of time to curriculum development activities during Summer 1996, preceding the start of the program. She worked with other curriculum specialists in the district and in continuing consultation with Donato. Curriculum development activities benefited from and reflected work that had been done on the national standards as well as innovative work that had been completed in the school district on "Standards in the Arts."

Overview of the Spanish Program. The Spanish program was begun in September 1996 with 11 classes, comprising a total enrollment of 223 kindergarten students. Each class meets for 20 minutes per day, five days a week. The Spanish specialist (Ms. Kuzniewski) goes to the students in their regular classroom and, in effect, team teaches with the regular classroom teacher. Growing spontaneously from the enthusiasm for the program, a strong collaboration between the kindergarten teachers and the language teaching specialist developed and continues to mark this program as unique (see Donato, Antonek & Tucker, 1994, concerning the problem of marginality of FLES programs). Rather than expressing indifference toward the new program by neither working to support it nor repudiating it, the kindergarten teachers established close contact with the FLES teacher and freely shared materials during the curriculum development phase of the program and learned Spanish during Ms. Kuzniewski's lessons in their classrooms. The program and its teacher were clearly positioned from inception as an integral part of the kindergarten program and equal participants in the total school curriculum.

The curriculum was developed following the school-district template for planned courses of study. That is, each thematically organized unit (e.g., colors and shapes, numbers, greetings, calendar and weather, clothing and body parts, fiesta and foods) was specified according to: (a) student learning outcome; (b) content, materials, and activities; and (c) procedures for assessment. The main focus of each lesson is vocabulary building and comprehension rather than production. The curriculum reflects this orientation in its assessment procedures, including such activities as coloring, baking brownies, movement activities, and the playing of games. Every attempt is made to integrate Spanish with ongoing activities in art, music, library, physical education, and the computer curriculum. The integrated nature of the Spanish class is explicit and obvious in the curriculum. Children learn numbers by accompanying jumping jack calisthenics with counting, listen to age-appropriate fairy tales in Spanish, and learn days of the

The program and its teacher were clearly positioned from inception as an integral part of the kindergarten program and equal participants in the total school curriculum.

week in Spanish when learning them in their regular classes. The teacher uses Spanish whenever possible in the classroom for classroom management and outside the classroom to greet students in the hallways. She makes extensive use of manipulatives and visuals and brings in a wide variety of authentic materials. Classes are enriched with visits from Spanish speakers and through a partnership begun in collaboration with students studying Spanish at the secondary level (e.g., the FLORES program—Foreign Language On Request Elementary Spanish program).

Ms. Kuzniewski keeps parents informed about the goals and the actual content of the program by means of a monthly newsletter and by her frequent tape-recorded updates on the "homework hotline." There have also been a number of special presentations for parents, and other interested community members, at regular back-to-school nights and by means of an informational videotape that was prepared for telecast on a local cable channel. In addition, on several occasions parents have been asked to complete questionnaires designed to elicit their attitudes toward various aspects of the program. During the course of the 1996–97 school year, the committee continued to meet regularly to monitor implementation of the program, to plan for an assessment of student progress during Spring 1997, and to begin planning for the extension of the program into grade 1, together with the introduction of a new kindergarten cohort in September 1997.

The results of the formative assessment of the children coincided with our genera expectations about their expected progress. . . .

Formative Evaluation of the Program

Members of the committee decided that it would be important for all stakeholders (e.g., the pupils, their parents, members of the school board) to systematically evaluate the progress of the pupils near the end of their first year of instruction. Accordingly, a curriculum-based interview protocol was developed, pretested, and revised with the assistance of the university partners. Approximately 44 pupils (2 boys and 2 girls from each of the 11 classes) were randomly selected to participate in a 10- to 12-minute "interview" conducted by the high school Spanish coordinator and one of the elementary school counselors during June 1997. The subtasks of the interview provided a basis for assessing the students' listening comprehension (e.g., responding to a command with an appropriate action, such as *point to the letter M on the rectangle*), their range of vocabulary (asking the child to name in Spanish a range of visuals, such as *elephant, book, school*), and their emerging sense of grammaticality (by asking them to make grammaticality judgments and by asking them to perform sentence repetition tasks with increasingly long sentences designed to exceed short-term memory capacity).

Interviews were recorded for later transcription and analysis. In terms of interview data, children's scores ranged from 55% to 100%, with a median of 89%. This led the evaluator to conclude that "based on the results it is evident that our children are certainly learning Spanish." The results of the formative assessment of the children coincided with our general expectations about their expected progress (e.g., the children's listening comprehension exceeded their oral production; their production was limited to learned material; production began as single-word utterances and formulaic expressions; signs of emerging syntax have begun to appear but the children focus more on content than on the form of their utterances; language mixing was not uncommon; and the children have developed good pronunciation ability in Spanish).

The children and their parents were unanimously positive about the Spanish program and in wanting it to continue. The views of the regular classroom teachers were equally positive and supportive. None expressed the view that the Spanish program was somehow detracting from other elements of the school district's program. The classroom teacher noted that "we are most pleased with the level of achievement our students have attained [and] inspired by the enthusiasm they demonstrate in so doing."

Expansion of the Program

The committee continued to meet quarterly to discuss various aspects of the program and to plan for its expansion in the 1997–98 school year. Ms. Lisa Bischoff, another dually certified teacher from the University of Pittsburgh, was hired. The two teachers spent time with Donato during Summer 1997, revising the kindergarten curriculum in light of the first year's experience and developing the curriculum for the new grade 1 program.

When classes began in September 1997, all kindergarten and grade 1 children in the district participated in this innovative Spanish FLES program. They follow the model established during the first year—namely 20 minutes of instruction in Spanish five days a week with the specialist teacher who comes to their home classroom. Curriculum development for the second year of the program built on concepts and vocabulary learned during the first year and expanded students' participation in the lesson to include more oral production. That is, the curriculum retained its integrated, thematic focus but moved toward greater oral participation in the lessons by the students.

The committee has addressed a number of major issues thus far during the 1997–98 school year (as of April 1998). In general, members want to ensure that parents of current students, parents of prospective students, members of the school board, and other teachers in the district are as well informed about the program as they can be. To this end the committee drafted and is currently piloting a "report card" for parents intended to convey information about the content of the curriculum and whether their children are progressing to master the material presented. The reporting procedure has undergone several revisions, attempting to make a "report card" that capitalizes on what children can do well rather than on their deficiencies. Beginning this year, parents will receive a checklist of several functional language abilities (e.g., saying the date and month, identifying classroom items, telling time) with an indication of whether the child has *mastered* the material or is *progressing*. Care has been taken to design the report card so as to not discourage children by sending the unintended message to parents that their children lack an aptitude for language study or are not progressing adequately. Given that we do not know what "adequate achievement" is at this level of instruction, highlighting achievement over failure in a formal report procedure inspires confidence in parents concerning their children's ability to learn another language and bolsters the image of the program in the home. This report card is also an innovative development since the school district has not previously assigned grades or provided other formative information to parents about children's progress in foreign language programs at the elementary grades.

The reporting procedure has undergone several revisions, attempting to make a "report card" that capitalizes on what children can do well rather than on their deficiencies.

In addition, several back-to-school nights have been held for parents with a focus on the Spanish program; plans have been developed for an evening orientation program for parents of prospective new pupils; an informational video featuring the children and the teachers has been produced for telecast on local cable television; and an in-service program has been planned for this spring (1998) to inform other teachers in the elementary and middle schools about the FLES program.

Lastly, the committee turned its attention to revising the assessment

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measures for Spring 1998 administration. The general plan remains the same—namely to interview a randomly selected sample of 4 children from each classroom (2 boys and 2 girls) at grade 1 and grade 2, for a total this year of approximately 80 students. Interviews will again be conducted by the high school Spanish coordinator and one of the elementary school counselors. The interview protocol will be revised to include more opportunities for the students to demonstrate creative use of language through story telling in relationship to visuals that are composed of images representing lexical items the children have learned in class. Our goal is to be able to describe when the children are able to produce phrases or sentences that involve their combining previously learned material into novel utterances. The assessment instrument will be based on tasks linked to what the children do in their classes (e. g., describing a picture, singing a song, talking about the family). These tasks will elicit language that allows for fine-tuned evaluation of discrete phonological, lexical, and grammatical items and yet are sufficiently open to assess creative and spontaneous production that draws upon, combines, and recombines these discrete features of language. We find this refinement of the testing procedures encouraging, given the dearth of valid and reliable tests for the early language learner and the frequent approach to early language learning assessment that relies often exclusively on comprehension, lexical recall, and production of formulaic speech. This testing is scheduled to occur during early June 1998.

Plans for the Future

The Committee has several short-term tasks, and one major longer-term goal. In the short run, another teacher must be hired for September 1998, when the program will again expand to encompass all kindergarten, grade 1, and grade 2 pupils in the district. Then the group will need to turn its attention to curriculum revision and development and materials selection for Fall 1998. The middle school staff has also expressed a strong desire to "be prepared" when foreign language enters their program in three years. As the middle school representative on the committee voiced during a recent meeting, "our teachers want to be prepared and some have even started to review their college Spanish." However, the major goal that the committee has begun discussing is the forthcoming need for smooth and effective program articulation when these elementary pupils reach secondary school. The current high school Spanish program will need to be thoroughly revised for subsequent cohorts of students who will bring to the high school language class a "beyond-the-basic" level of proficiency. The district and the current Spanish teachers will face a major challenge in developing a rich content-based Spanish program that will allow these students to continue to develop cognitive and academic language proficiency in both English and in Spanish by the time of graduation. This concern for articulation is well founded in light of the failures of FLES programs in the 1960s. One commonly observed phenomenon during that period was that former FLES students often repeated basic language lessons when they entered high school. This repetition of previously learned material resulted in a severe lack of motivation in students and diminished their interest and enthusiasm for language study. The source of this instructional discontinuity in language study has been traced to the lack of clearly articulated shared goals and outcomes for language learning in a seamless sequence of instruction. It is not surprising that in foreign language education today articulation programs and studies still dominate the professional literature, grant-funded projects, and conference presentations. The committee is fully aware of these issues and is currently taking steps to assure that transitions between instructional units and course outcomes will expand student proficiency rather than recycle rudimentary skills each year.

Reflections on a Successful and Satisfying Partnership

A number of factors have contributed to the success of this project to date. The first that comes to mind is the key role played by the superintendent. His active participation in all of the committee meetings has provided immediate and visible credibility and value to the activity. He continually reminds the committee that they are embarking on an innovation by "navigating uncharted waters" that will have far-reaching consequences for the school district in terms of its visibility and reputation. We have also been struck by the extent to which the committee members—mostly monolingual and monocultural themselves—have embraced the goal of multiple language proficiency and cross-cultural competence for their students and themselves and who "act as if" they are multilingual and multicultural. Throughout our association with the committee, we have found the representatives from the district to be continually and genuinely concerned with providing the best possible education for their students that they can. We have never heard a disparaging remark about a pupil, a parent, or a community member; rather committee members express genuine knowledge about and concern for the students' educational, social, and personal well-being. We have found it enormously satisfying to be a part of this committee.

What are some of the issues that have intrigued us over the past two and a half years? Clearly, we have appreciated the opportunity to attempt to extend the generalizeability of some of our ideas about language program evaluation to another setting. But perhaps more importantly, we have enjoyed the challenges (in the words of the superintendent) of "navigating uncharted waters" in helping to write a curriculum for the early grades; in examining the relationship between what goes on in the language arts curriculum to what we are trying to accomplish in the FLES curriculum; in thinking through and sharing with other committee members various issues related to the introduction of second language literacy in relationship to mother tongue literacy; in examining the complex set of issues related to reporting student progress to parents (we are intrigued, for example, by how parents evaluate the progress of their children in areas in which they—the parents—themselves have no experience); and more generally with the responsibility of injecting substantive issues from time to time into what might otherwise become a procedural dialogue. We have enjoyed our engagement thus far, and look forward to its continuation.

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[1] It is interesting to note that these desired outcomes are quite similar to the rank-ordering of goals expressed by parents in our longitudinal study of a Japanese FLES program (Donato, Tucker & Antonek, 1996; Tucker, Donato & Antonek, 1996; Donato, Antonek & Tucker, 1994).

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Award for Excellence Includes NNELL Member

The Iowa-Yucatan (Mexico) Partners, which includes Jeanette Borich, NNELL member, received a 1998 "Award for Excellence" for their Elementary School Curriculum Project. The award was presented in November 1998 at the annual international convention of Partners of the Americas in Washington, DC. Partners is one of the largest volunteer organizations working to promote social and economic development in this hemisphere. The excellence awards are presented each year to recognize exemplary voluntary programs working at the international level.

The Iowa-Yucatan Partners developed a creative curriculum to teach fourth graders about the Yucatan region of Mexico. Through the program's creative design, the Iowa-Yucatan Partners captured the imaginations of young children through innovative methods of teaching language and culture. They owe much of their success to the participatory nature of the project, which effectively involved Partners and their communities from both Iowa and Yucatan. The Ankeny, Iowa, teachers who collaborated on the project are Jeanette Borich, elementary Spanish teacher, who has served as the Iowa representative for NNELL, and Judy Gronemeyer and Jane Schmidt, fourth grade teachers. The Iowa Partners have funded an additional grant that will make the project available on the Web.

For further information on the curriculum project, please check the Website at http://idea.exnet.iastate.edu/idea/marketplace/yucatan/.

54 A

New Visions in Foreign Language Education

Myriam Met
Montgomery County Public Schools
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The National K–12 Foreign Language Resource Center (NFLRC) at Iowa State University and the American Council on the Teaching of Foreign Languages (ACTFL) are sponsoring a series of activities focused on the future of the foreign language profession. Entitled New Visions in Foreign Language Education, these activities include an invitational planning meeting for 40 persons (1999), followed by a national priorities conference (2000), and the ACTFL conference in the year 2000. Each of these events will involve an increasingly broad scope of participants in the dialogue.

The focus of the first event, to be held in June 1999, is to examine how we might move the foreign language professional agenda forward in light of theories of change, change management, resources available, and our past efforts (both successful and unsuccessful). This planning meeting will lay the groundwork for a series of action-oriented conferences that will follow. The conferences will focus on identifying what we can do as a profession, given our resources and given what we know about managing change; set priorities for the investment of time, energy, and resources; and solicit the commitment of individuals, organizations, and associations to specific action steps (to be determined by them) that will allow us all, as a profession, to work in a collaborative, unified, and nonduplicative way toward our agreed-upon goals.

A steering committee, composed of four members appointed by the NFLRC (Myriam Met, Deborah Parks, June Phillips, and Marcia Rosenbusch) and four appointed by ACTFL (Elizabeth Hoffman, Ed Scebold, Emily Spinelii, and Ann Tollefson) selected the participants for this first meeting. Selections were made based on suggestions from numerous foreign language professional associations and from the steering committee itself. The steering committee solicited the names of visionaries, divergent thinkers, people who think outside the box and who will contribute substantially to the dialogue at hand. These individuals:

- have a national perspective, broad vision, and strong leadership qualities;
- are respected in their state, region, and/or nationally; and
- are well informed and familiar with the current professional literature and practices.

Selection of participants was made in keeping with the criteria above, and in consideration of the importance of involving a broad and diverse representation from the foreign language profession. The steering committee wanted not only to ensure that the planning team was composed of visionary individuals who could contribute to a national conversation, but also to be sure that the planning team was drawn from national, regional, and state level organizations; was geographically dispersed; represented a variety of languages and levels taught in both the schools and postsecondary

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A broad range of foreign language professional associations will be represented and actively involved in every step along this process.

institutions; represented diverse backgrounds; and reflected a range of years of service in the foreign language profession.

A broad range of foreign language professional associations will be represented and actively involved in every step along this process. All professional associations were invited to nominate a representative for New Visions and will either have a participant at the planning meeting or a representative invited to serve on a select Board of Reviewers. The Board of Reviewers will be appointed to respond to documents produced at the June 1999 planning meeting, and to serve as a continuing source of targeted feedback and solicited input throughout the three-year process.

The steering committee has identified the following preliminary questions to begin the discussion at the planning meeting:

- What would it take to ensure that all teacher educators had the necessary knowledge and skills?
- What would it take to ensure that all pre-service foreign language teachers were fully prepared in the discipline?
- What would it take to ensure that all pre-service foreign language teachers were fully prepared in the pedagogical and clinical content of foreign language teaching?
- What would it take to ensure that all experienced foreign language teachers were competent to help their students achieve the national standards?
- What would it take to have clear, measurable ways of assessing competence?
- What would it take to develop and implement varied curriculum models that reflect diverse learners/purposes/outcomes?
- What would it take to assess whether every student had achieved the national standards?
- What would it take for the profession to gain increased control in the agenda-setting and decision-making process?
- What would it take to ensure that every child had the option to participate in a sound program of foreign language study and that every teacher had access to quality professional development?
- What would it take to define a unified professional stance regarding language policy?

Both the NFLRC and ACTFL will continue to provide information about the series of conferences through newsletters and at the Delegate Assembly at the ACTFL Annual Meeting.

Dear Readers:

You were not seeing double if you received two Fall 1998 issues of *Learning Languages!* Because of a production problem on the first run, paper that was too lightweight was used for the cover. Since that issue had already been mailed, the issue was reprinted and you were mailed a corrected copy. If you did not get two copies, the cover of the first issue mailed to you may have been torn en route and your mailing address lost. That is why we use heavy stock paper for the cover!

—The Editor.

Announcing the Ñandu Listserv on Early Foreign Language Learning

You are invited to join Ñandu, a listserv dedicated to sharing information and resources about early foreign language learning, which is just beginning two years of ongoing, exciting discussions.

The listserv Ñandu (Guaraní for *spider*) will create and sustain connections for school district personnel, superintendents, teachers, and teacher educators committed to improving early language programs. This new listserv is made possible by the Improving Foreign Language Instruction in Schools project of the Center for Applied Linguistics and the Northeast and Islands Regional Educational Laboratory At Brown University (the LAB).

LAB staff at the Center for Applied Linguistics, Kathleen Marcos and Nancy Rhodes, will moderate this list to bring new research and information to you in a timely manner and to encourage the exchange of ideas among policymakers and practitioners in the field of K–8 foreign language learning. This information will come from a variety of sources, but you are the most important source.

This listserv will be a companion to the LAB's Web site on early language learning, Ñandutí (www.cal.org/earlylang), which has a wide range of resources on elementary and middle school foreign language instruction. The Guaraní name for *spiderweb*, Ñandutí, provides strong links among foreign language instruction, applied research, and recent developments in teaching and learning.

We encourage you to post your questions on the listserv and to interact with other educators dealing with similar issues. Discussion began in January 1999 and will continue until December 2000. We encourage you to subscribe to Ñandu! To do so, please do the following:

- Send a message to: nandu-request@caltalk.cal.org.
- In the Subject field, type: SUBSCRIBE YOURFIRSTNAME YOURLASTNAME (e.g., SUBSCRIBE GEORGE WASHINGTON).
- Please leave the message field blank.

We hope you will join us on Ñandu! Please contact us at nanduti@cal.org if you have questions.

Position Available

The Park School of Baltimore is seeking a lower school Spanish teacher. This is an opportunity to collaborate in developing and implementing a new program. Elementary experience is strongly preferred. For further information, or to apply, contact Louise Mehta, Associate Head of School, The Park School, Old Court Road, Box 8200, Brooklandville, MD 21022; 410-339-4152; Fax: 410-339-4125.

Order a NNELL Advocacy Packet

The NNELL Advocacy Packet contains a variety of materials that will help parents and educators in their support of early language learning programs. The advocacy packet provides an organized "hard copy" of many useful materials, including articles, bibliographies, lists of resources, as well as pamphlets, and letters. To order your packet, send $5 (check or money order) to Kay Hewitt, National Advocacy Co-Chair, Lexington Elementary School, 116 Azalea Drive, Lexington, SC 29072.

Introductory Note: Articles in our journal usually focus on national issues in early language education. We recognize, however, that many of the concerns we face are shared with language educators worldwide. This article is the first of several that we hope will encourage an international dialogue that will promote greater understanding of early language learning. —The Editor.

International Schools: The Challenges of Teaching Languages Overseas

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Should a Korean-speaking third grader study Chinese as a host-country language while immersed in an English-medium school in Hong Kong? Should a Japanese-speaking first grader with learning disabilities enroll in a dual-language program in Japan and, if so, should he learn to read both languages simultaneously? What world language should be offered for study to young learners—a host-country language perceived by parents as not traveling well or another language seen by parents as more globally useful? What specific instructional strategies can a teacher employ when faced with 22 linguistically and culturally diverse sixth graders, only one of whom is a native English speaker, when the exclusive language of instruction is English? These questions, and many like them, are faced every day by teachers who work in American-sponsored, overseas or international schools.

In international schools a number of factors make for very favorable conditions for successful early language learning.

Understanding the International School Context

Early language learning in international schools takes place in a unique linguistic and sociocultural context. Typically established to provide an education in English to the predominantly English-speaking expatriate community, the clientele of international schools has become more representative of a greater range of multinational interests. Geographically mobile business professionals, recognizing the importance of English as a world language, want bilingualism for their children and are eager to pay for it in an English-medium, private education system (Baker, 1995). Schools in some countries attract a high proportion of host-country children not only for the opportunity to acquire English but also as a means of an alternative education to that which is provided locally (Sears, 1998).

In international schools a number of factors make for very favorable conditions for successful early language learning. International schools function as an additive bilingual environment, because English is acquired as a second or third language without the loss of the mother tongue (Lambert, 1975). Students in these schools often come from advantaged socioeconomic backgrounds, an attribute traditionally associated with elite bilingualism where the capacity to speak other languages has been perceived as a positive rather than divisive force (Fishman, 1966). Feelings of nationalism and resentment toward immigrants do not blur linguistic goals in international school settings. In addition, overseas educators themselves experience second-language acquisition and acculturation, a process arousing empathy toward their learners.

Despite these advantages, international schools sometimes struggle with language-in-education policies, program design, and curriculum practices. Administrators and teachers, recruited because of their English-language proficiency and ability to deliver an English-medium curriculum, are frequently monolinguals. Bilingual teachers, for the most part hired locally and usually for the purpose of teaching the host-country language and culture, may have training in the teaching of languages, but they are not always current in second-language acquisition theories and pedagogical practices. Myths on bilingualism run rampant and the professional knowledge base of second-language acquisition processes—especially how languages are learned in school—is meager (Collier, 1995).

Transient staff tend to make fallacious comparisons between bilinguals and English monolinguals, thereby measuring the English-language performance of the former group by the standards of the latter which, by definition, they can never attain (Cook, 1995). English-speaking parents, and some parents of English as a Second Language (ESL) children as well, fearful of the dilution of educational standards, lament the admission of too many nonproficient English speakers into the school.

Parents frequently expect their children to attain total and immediate fluency in the host-country language in spite of the fact that they seldom have more exposure to that language than stateside children do in traditional elementary school foreign language programs. Other parents, hoping to ease the return of their children to their own national schools, seek provision for language maintenance programs for the child's first language as part of the school day or in after-school and Saturday language programs.

Opinions vary on world language offerings: some parents want language classes similar to those at home, while others feel it is more culturally appropriate to acquire proficiency in the language of the host nation. Some governments mandate host-country language instruction for foreign children and a national curriculum for their own children. Other governments forbid international-school enrollment of their children.

Anecdotal observations of schoolwide discussions expose a range of ideologies and frequently amount to barometers for what the schools might be like: hegemonic bastions of linguicism and ethnocentrism or sites of cultural pluralism promoting the linguistic rights of children (Skutnabb-Kangas & Phillipson, 1994).

. . . international schools sometimes struggle with language-in-education policies, program design, and curriculum practices.

Toward a Typology of Early Language Learners

Depending on one's perspective, teaching in an international school can feel like a visit to Babylon or a visit to a linguist's paradise. Schools around the world vary in their student composition. One school, for example, may have an exclusive population of only host-country children—all of whom enter in preschool and graduate together fifteen years later. Never leaving their homeland, they acquire substantial English-language proficiency and are also able to pass university entrance examinations in their national language.

Another school might have a symmetrical balance of English-language, host-country, and third-culture (often referred to as international) children. This latter population comes from every corner of the world, representing a multiplicity of languages. A school might be so mixed linguistically and culturally that no single language group dominates, easily making English the only common language of communication. Interestingly, school leaders sometimes set quotas in order to attain or maintain a certain linguistic and cultural balance, though ratios have been known to swing in times of economic need.

The majority of international school children, by circumstance, are exposed to more than one language at some point in their geographical or academic life. Not all of them, however, experience second- or third-language acquisition in similar ways and proficiencies range to a great extent. At least fifteen types of early language learners have been identified to date in international schools, using the variables of home language(s), school language(s), and language(s) of country(ies) of residence. In order to contextualize these, representative prototypes are described here and summarized in Table 1:

> At least fifteen types of early language learners have been identified to date in international schools. . . .

- Susan is a monolingual English-speaking child whose father comes from the United States and her mother from England. They are posted to Beijing, where Susan attends the International School of Beijing and is beginning to study Chinese language and culture.
- Marsha is the daughter of two American parents who have taught English in Japan for fifteen years. They have acquired some Japanese proficiency themselves and enrolled Marsha in a Japanese-language preschool. She currently attends Nishimachi International School, offering a dual-language program, in order to further her bilingual proficiency. Marsha's parents have requested placement in the Japanese for fluent speakers class, a section usually reserved for native speakers.
- Nicole is the daughter of two English parents, who were posted to France for ten years. Nicole attended a French-language preschool and had a French-speaking caretaker. Relocated to Indonesia, Nicole attends the International School of Jakarta. Nicole's parents wish her to maintain and develop French proficiency and have brought her *au pair* with them as part of that plan. They have no real desire for Nicole to study Bahasa Indonesian, though it is offered as part of the school curriculum.
- José Luis, the son of two monolingual Spaniards, is seeking enrollment at the American School of Valencia.
- María is the daughter of Spanish-speaking parents from Venezuela; her father is English proficient. María attended the International School of Dusseldorf for one year before returning to Venezuela and entering the International School of Caracas. She speaks Spanish, English, and some German, and her parents desire trilingual proficiency.
- Nahal is the daughter of Arabic-speaking parents, both of whom are proficient in English and French. She attended a French-language school in Paris and is now attending the American International School in Egypt. Nahal is fluent in Arabic and French but lacks English proficiency.
- Makoto is the son of Japanese diplomats—his mother speaks Japanese and English, while his father speaks Japanese, English, and Italian. They were posted to Italy for five years, where Makoto attended Marymount International School in Rome. Makoto is currently more fluent in English than in Japanese. The family is returning to Japan; however, they will go overseas again in the next several years. With the hope of retrieving his son's mother tongue, Makoto's father enrolls him at Osaka International School, an English-language school with a Japanese-language program.
- Hyung, the son of monolingual Korean-language parents, is hoping to enroll at the American School of Singapore.
- Beata is the daughter of Polish-language parents; her father is fairly proficient in English. Last year she was at the International School of Tanzania so she speaks some English. She now attends the International School of Kenya and is studying Swahili as the host-country language.
- Anwar is the son of a monolingual American mother and a bilingual Kuwaiti father. He attended an Arabic-language school for the first three years and is now at the American School of Kuwait. Since he has been raised with both languages since birth, Anwar is equally bilingual. His parents

would like him to study French.

- Rosario is the daughter of an American mother who is fluent in English and Spanish and a monolingual Spanish father. Only Spanish is spoken at home and Rosario attended a Spanish-language school for several years. She is now attending the American School of Madrid.
- Sean is the son of a monolingual English speaker from Ireland and a Sinhalese speaker from Sri Lanka. Sean has bilingual proficiency in both languages. The family currently lives in Belgium and Sean is enrolled at the International School of Brussels studying in English and learning French.
- Charles is the bilingual son of an Urdu-language mother and a Swiss-German father. The family is living in Oman, where Charles attends the American-British Academy and studies Arabic as another language. On Saturdays he attends an Urdu-language school, as his mother desires him to be literate. In two years, they will to return to Switzerland and Charles will enroll in either a national school or another international school.
- Gudula is the daughter of a Danish mother and a German father—both of whom speak several languages. Gudula is completely bilingual in Danish and German and speaks some Dutch as a result of living in Holland. She is entering the American International School of Rotterdam and will study Dutch in addition to being immersed in English. After school, she attends a Danish-language program twice a week.
- Lily is the adopted daughter of a monolingual English speaker who teaches at Shanghai American School. Lily has had a Chinese-language caretaker and attended a Chinese-language preschool. She is at her mother's school now and will study Chinese. Her mother does not know whether to request placement into Chinese for Native Speakers or Chinese for Nonnative Speakers. Next year Lily and her mom will relocate to Israel, where her mother will work at the American School.

This typology of early language learners is by no means complete or finished. Undoubtedly, as international schools continue to expand and

Table 1. Languages of Students in Overseas Schools

STUDENT	HOME LANGUAGE(S)	SCHOOL LANGUAGE(S)	HOST-COUNTRY LANGUAGE(S)
Susan	English monolingual	English-Chinese	Chinese
Marsha	English monolingual	English-Japanese	Japanese
Nicole	English-French bilingual	French-English	French-Bahasa Indonesian
José Luis	Spanish monolingual	English	Spanish
Maria	Spanish-English bilingual	English	German-Spanish
Nahal	Arabic-French bilingual	French-English	French-Arabic
Makoto	Japanese-English bilingual	English-Japanese	Italian-Japanese
Hyung	Korean monolingual	English	Chinese
Beata	Polish-English bilingual	English-Swahili	English-Swahili
Anwar	English-Arabic bilingual	Arabic-English	Arabic
Rosario	Spanish monolingual	Spanish-English	Spanish
Sean	English-Sinhalese bilingual	English-French	French
Charles	Urdu-Swiss-German bilingual	English-Arabic-Urdu	Arabic
Gudula	Danish-German-Dutch trilingual	English-Dutch-Danish	Dutch
Lily	Chinese-English bilingual	Chinese-English	Chinese-Hebrew

redefine themselves linguistically and culturally, so shall their constituents. Still, having a sense of the kinds of early language learners facilitates a conceptual and operational vision of potential early language learning programs.

> . . . theoretically the case can be made that many international schools qualify as immersion-language schools. . . .

Toward a Typology of Early Language Learning Programs [see Table 2. for definition of italicized terms used in this section]

International schools expend most of their language-in-education energy exploring best options for English Language Learners. ESL (or EFL [English as a Foreign Language], depending on one's orientation and definition) support has been characteristically separate and language-led either through an all-day model or a partial-day pull-out model (Clegg, 1996). Children have received English-language instruction for the most part using sequenced ESL materials not necessarily connected to the academic language of students' grade-level classrooms.

It is becoming more common, however, to find *content-based* ESL classes taught by ESL specialists (Clegg, 1996; Echevarria & Graves, 1998). However, due to the fact that students are typically grouped by language proficiency levels, it is difficult for teachers to access the grade-level curriculum. Other schools create *sheltered content* programs whereby ESL students receive all of their academic instruction apart from their English-proficient peers, though this model is more frequently used for older children than for younger ones (Echevarria & Graves, 1998).

A few international schools are successfully restructuring mainstream classrooms by having ESL professionals and classroom teachers collaborate in order to integrate ESL learners and assure development of academic success within the mainstream (Barnett, 1993; Carrasquillo & Rodriguez, 1996; Clegg, 1996; Levine, 1990; Rojas, in progress). Current research supports this model as a powerful way for effectively schooling English-language learners and as a form of mainstream education that benefits all learners (Collier & Thomas, 1997/8; Nelson, 1996).

An overriding goal of these inclusive efforts is to dispel the prevailing deficit perspective, whereby nonnative English children are viewed as a problem to be fixed by specialists before they are ready for mainstream classrooms. Indeed, theoretically the case can be made that many international schools qualify as immersion-language schools since English is used as the medium of instruction for the majority of nonnative English-language students and since the schools' goals include proficiency in the second language, mastery of subject matter, and cross-cultural understanding (Curtain & Pesola, 1994). Unless the school has this vision and the staff has specific skills, however, immersion is more akin to submersion—a situation in which the majority of second-language learners sink, rather than swim.

Interestingly, these skills are analogous to the mission, core values, and strategic objectives of an increasing number of international schools (Rojas, in progress). Whether or not the schools are *total immersion* depends on the amount of formal study of the host-country language. Some international schools offer up to half of the school day in the host-country language, with several academic subjects taught in that language, thereby looking more like a *partial-immersion* program (Curtain & Pesola, 1994). Several such schools enroll only host-country children in this program option and consider it a bilingual track for nationals. Other schools include native speakers of English, bringing about *two-way bilingual* programs (Curtain & Pesola, 1994). One school in particular is specially designed to do this in the later primary years, which makes it either a late partial-immersion program

Table 2. ***Definition of Terms***

Content-Based: The curriculum concepts being taught through the target language are appropriate to the grade level of the students and the target-language teacher takes responsibility for teaching certain portions of the prescribed curriculum.

Early Immersion: Students begin learning through the target language early in the elementary school sequence, usually in kindergarten or first grade.

Late Immersion: Students begin learning through the target language later in their schooling, either at the end of elementary school, at the beginning of middle school/junior high school, or in high school.

Partial Immersion: All instruction is in the target language for part (at least half) of the school day. The amount of instruction in the target language usually remains constant throughout the program.

Sheltered Content: The curriculum concepts being taught are made more comprehensible to learners of the language by using hands-on demonstrations, visual cues, and techniques such as simplifying both oral and written language, and by teaching vocabulary through familiar concepts, taught by either the language or subject-area teacher.

Total Immersion: The target language is used for the entire school day. In some programs the home language of the majority of the students is introduced beginning in grade 2, and is increased gradually through the 5th and 6th grades until up to half of the school day is taught in the home language. In other programs, once the home language is introduced, it is maintained at approximately 20% of the time.

Two-Way Bilingual/Dual Language: These programs are similar to immersion programs except that the student group includes native speakers of the target language as well as native speakers of the home language. Thus, all students learn subject matter through their native language as well as through the second language, and both language groups have the benefit of interaction with peers who are native speakers of the language they are learning.

Sources:

Curtain, H., & Pesola, C. A. B. (1994). (2nd Ed.) *Languages and children: Making the match.* NY: Longman Publishing Group.

Hudelson, S. (Ed.). (1993). *English as a second language: Curriculum resource handbook. A practical guide for K–12 ESL programs.* Millwood, NY: Kraus International Publications.

for one population or a *dual-language* program for both.

The majority of international schools, however, offer the host-country language as a class during the school day for either native speakers or nonnative speakers. As this criteria is often difficult to determine, the distinction might be for proficient speakers or for nonproficient speakers. Frequently, international-school parents desire languages other than English or the host-country language as a curricula option. Some schools offer a choice of a world language in the form of an elementary school language program with the expressed goals of some proficiency and an appreciation of other cultures (Curtain & Pesola, 1994). In countries where the government mandates study of the host-country language, the elementary school language program is, in addition to that, a program for everyone.

Teachers and parents might complain that languages are taking time away from other subjects. When parents are native speakers of the world language offered, they feel frustrated with program outcomes since, in reality, they are seeking mother-tongue literacy. Naturally, there are parents who continually request that their home language be a program option or, at the very least, that their children be excused from host-country or world language study to attend mother-tongue classes. Host-country nationals can be offended by this clamor for world language offerings in place of host-country language for obvious reasons.

Sustaining Success

An examination of international schools' early language learning efforts reveals the schools' exceptional successes in spite of ambiguity and underpreparedness, oppositional intentions, or a disparate array of policies, programs, and practices. The fact is that international schools promote opportunities for children to develop a high level of competence in at least one language other than their own. Some would say to do so is inherent to their very nature though, in many ways, international schools are not very different from their counterparts in English-language countries. These apparent similarities cause administrators and teachers to continually seek answers to the same questions tormenting other educators: What are the advantages and disadvantages of the distinct program options? When should an elementary school foreign language program begin? Is foreign language education for all learners? Which languages should young students learn? How can technology be used to promote language learning? What strategies are useful for advocating and maintaining language programs (Met, 1998)? And, most importantly, international schools are continually seeking new ways to sustain their movement toward the provision of exemplary early language learning experiences.

. . . in many ways, international schools are not very different from their counterparts in English-language countries.

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Loren Alexander Award Established

Dr. Loren Alexander, associate professor emeritus of German and Language Acquisition at Kansas State University, was honored by the Kansas Foreign Language Association, which dedicated an annual award in his name during its 1998 Annual Conference in Overland Park. Only the second named award established by the association in its 67-year history, the Loren Alexander Award will be presented at each annual conference to an outstanding future foreign language teacher who is either a student teacher or a student in a university teacher-preparation program. The recipient of the Alexander Award will receive full conference and workshop registration as well as a one-year membership in the association.

Dr. Alexander taught German and Language Acquisition for 30 years at Kansas State University, where he held a dual appointment in the Departments of Modern Languages and Secondary Education. Dr. Alexander achieved a national reputation as a proponent and facilitator of foreign language instruction in elementary schools. He also founded of KS-FLES Association, now in its fourteenth year. In 1996 Goethe House New York, together with the American Association of Teachers of German (AATG), awarded him the Certificate of Merit for outstanding achievement in furthering the teaching of German at all levels in the United States. He is an honorary Life Member of the Kansas Foreign Language Association and he maintains his active interest in the teaching profession.

A Math Lesson: Organizing Shapes, Sizes, and Colors

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Context:

This lesson is part of an interdisciplinary unit on shapes that is introduced by reading a Big Book entitled *¿Cuántas formas?* by Square (1989). Although planned as a math lesson for a first grade class in a Spanish partial-immersion classroom, it would work as a FLES unit for children of any grade level who have been exposed to the basic vocabulary of colors and shapes.

Objectives:

At the end of this lesson/unit the students will be able to:

1. Sort geometric figures according to shape, color, and size.
2. Read a vertical graph.
3. Use a Venn Diagram to compare and contrast objects of different shapes and colors.

Targeted Standards:

Communication

1.2 Interpretive Communication. Students understand and interpret written and spoken language on a variety of topics.

1.3 Presentational Communication. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Connections

3.1 Making Connections. Students reinforce and further their knowledge of other disciplines through the foreign language.

Materials:

1. Manipulatives (pictures or cut-outs) of shapes in three sizes and different colors.
2. Large floor graph (a shower curtain with a grid painted on it, or a floor graph purchased from a company such as Creative Publications).
3. Sets of category labels for the floor graph. Labels should include a set of color words, one of shape words, and one of size words. Sections of sentence strips work well as labels for first grade students because upper and lower case letters can be clearly represented, thus supplementing other first grade core curricula.
4. Hula hoops (graphic organizers).
5. A box of objects of different shapes and sizes to be used with the hula hoops.
6. 11" x 14" paper for student assessment worksheets.

Procedure:

Begin with a rapid review of the vocabulary of shapes and colors using Total Physical Response commands and the colored pictures or cut-outs of shapes of one size. Then introduce the word *tamaño* (size) using shapes of three different sizes: *grande*, *mediano*, and *pequeño* (large, medium, and small). Have the students describe the manipulatives using the two characteristics of shape and size: *Es un triángulo. Es grande.* (It is a triangle. It is large.) Encourage them to add one more characteristic to the descriptions: *Es un circulo amarillo pequeño.* (It is a small yellow circle.)

Spread out the floor graph (see Fig. 1) and introduce the category labels. Have the students place a set of labels on the graph and then take turns plac-

Figure 1. Floor Graph

	verde	*amarillo*	*azul*
pequeño			
mediano			
grande			

ing the manipulatives in the corresponding columns. This step could be done at least three times, each time changing the set of labels. With each set of labels, have the students take turns reading and interpreting the floor graph.

Introduce the hula hoops, explaining that they represent a Venn Diagram (see Fig. 2) and that this is another way of organizing information. Explain (or demonstrate) what each ring stands for and where various shapes would belong in the Venn Diagram. Have students draw objects out of a magic box or bag and place them where they belong in the hula hoop Venn Diagram. Make sure that some of the objects fit both categories and are placed within the intersection of the hula hoops. Use some objects that do not fit either category. These objects will be placed outside of the hula hoops. Be sure that there are enough objects so that all students have the opportunity to participate.

Assessment:
Transition into assessment by passing out a piece of 11"x 14" paper to each member of the class (see Fig. 3). Give instructions for folding the paper into an eight-window assessment worksheet.

Figure 2. Venn Diagram

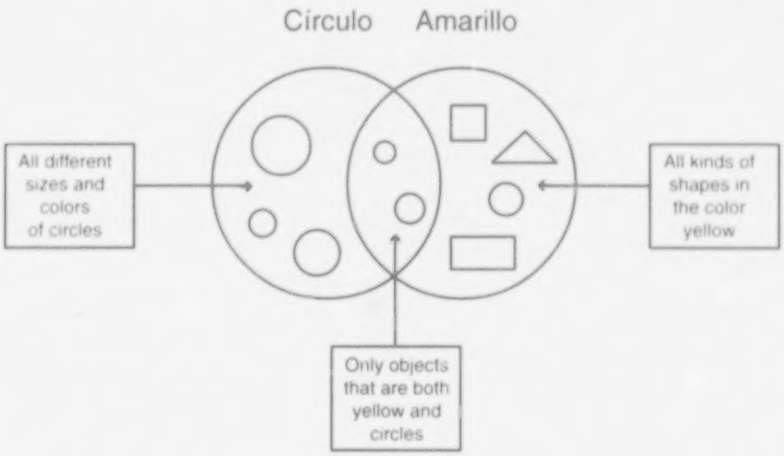
Círculo
Amarillo
All different sizes and colors of circles
All kinds of shapes in the color yellow
Only objects that are both yellow and circles

Figure 3. Eight-Window Assessment Worksheet

1 Student's Name	2	3	4
5	6	7	8

Directions to students for the assessment:

1. Number the windows from 1 to 8.
2. In window number 1, write your name.
3. In windows 2 through 8 you will draw shapes, colors, and sizes according my instructions. Please listen carefully.

Student Assessment:

1. During the activities observe whether students have trouble placing the shapes/objects in the proper categories.
2. Evaluate individual assessment activity sheets according to the following rubric:

- 7/7 correct responses represent effective understanding
- 5 or 6/7 correct responses represent minor errors but a general understanding
- 3 or 4/7 correct responses show major errors and limited understanding
- 0, 1, or 2/7 correct responses show no understanding.

Resources:

Square, A. R. (1989). *¿Cuántas formas?* Cleveland, OH: Modern Curriculum Press.

Creative Publications, 5623 West 115th Street, Alsip, IL 60803 1-800-624-0821, www.creativepublications. com.

Alicia Vinson (avinson@fayette.k12.ky.us) teaches the Spanish half of a partial-immersion first grade class at Maxwell Elementary School, 301 Woodland Ave., Lexington, KY 40508. She shared this lesson at the NNELL Swapshop Breakfast during the 1998 ACTFL conference in Chicago.

Students Jewan Clay and Jordan Douglas work with a floor graph, using category labels.

Classroom Resources

French

Therrien, L. (1998). *Potpourri Folklorique, from Childhood to Golden Age.* Portsmouth, NH: French American Music Enterprises.

Available from French American Music Enterprises, PO Box 4721, Portsmouth, NH 03802; 603-430-9524. Cost for the CD is $17 and for the cassette, $13. Booklet is $6.50.

This recording is an enchanting collection of songs, ranging from traditional French children's songs to French-Canadian and Cajun folk songs. Ms. Therrien has a lovely, smooth, and clear singing voice, which is a pleasure to listen to over and over. I especially enjoyed the French-Canadian songs that were new to me: *Le Temps des sucres, Partons la mer est belle*, and the lively dance *La Bastringue*, among others. There is even a musical rendition of Longfellow's *Evangeline*. A Cajun dance *J'ai été au bal* can easily be taught in the classroom.

Teachers who are looking for ways to bring *la Francophonie* into their classroom will find this recording very useful. Even the traditional French songs Ms. Therrien chooses to sing are not the most easily available. I was happy to have *V'la l'bon vent, Sur la route de Berthier*, and *J'ai perdu le dos de ma clarinette*, for example. Her version of *A Vous dirai-je Maman* is slightly different from mine but hers has the Mozart variations in the background. I am especially grateful for *La Carmagnole* and, for good international measure, Lucie Therrien also sings Brahm's lullaby in French, English, and German.

The booklet included with the recording contains words to the songs, translations, and some curriculum suggestions, including detailed dance steps. I found myself singing along and tapping my foot with Ms. Therrien. Perhaps you and your students will do so as well.

Note: See *Learning Languages 3* (3) pp. 22–23 for a review of two music videos by Therrien.

German

Edelkoetter, L. (1995). *Die kleine Raupe Nimmersatt von Eric Carle.* Singspiel and Compact Disc. Drensteinfurt: Impulse Musikverlag Ludger Edelkoetter.

Available from International Book Import Service, 2995 Wall Triana Highway, Huntsville, AL 35824-1532; 800-277-4247; Fax: 256-464-0071; E-mail: ibis@IBIService.com.

Everybody likes Eric Carle's books. One of the favorites is *The Very Hungry Caterpillar*, which is *Die kleine Raupe Nimmersatt* in German. Now a musical play based on the book is available. This musical play was meant to be a birthday present for Eric Carle—to celebrate his 60th birthday and to commemorate the 20th anniversary of the book. As more and more people became interested in this musical play, the author, publishing company, and the Impulse Music Publishing company made the play available to all of us.

> This musical play was meant to be a birthday present for Eric Carle—to celebrate his 60th birthday. . . .

The booklet accompanying the CD contains the music and lyrics, gives instructions on how to set up the stage, and tells what props to use. It also shows how to make costumes used for the play.

This musical play can be used in first through fourth grades. Students will enjoy rehearsing the play, and the play will enhance their language learning. The teacher will be able to integrate mathematics (days of the week), science (egg to caterpillar), and language arts into lessons based on this story. In addition, music, art, and literary appreciation are part of this wonderful musical play.

Spanish

Ada, A. F. (1991). *Dias y Dias de poesía: Developing literacy through poetry and folklore.* Carmel, CA: Hampton Brown Books.

Available from Hampton Brown Books, Box 369, Marina, CA 93933; 800-333-3510; Fax: 831-384-8940. Cost is $55, plus $5.50 shipping.

One of my favorite resources is *Días y Días de poesía: Developing literacy through poetry and folklore.* This comprehensive anthology of poetry in Spanish for children is organized by months, with a poem for each day. The poems are well selected by Alma Flor Ada, who joins the great poets, including Gloria Fuertes, Nicolás Guillén, Gabriela Mistral, Juan Ramón Jiménez, Amado Nervo, and María Elena Walsh, with her own poetry as well as that of a multitude of other wonderful writers. Many traditional poems are included, as well as poets from all over the Spanish-speaking world.

The poems are indexed by concept, theme, and genre. Themes include animals, celebrations, clothing, environments, family, feelings, foods, plants, seasons, space, sports, and weather. It is easy to find the perfect poem to use with most any thematic unit or topic you are teaching. The book even includes teaching suggestions with many of the poems.

This anthology is an investment you will use again and again and again.

Check out Hampton Brown's catalog for other resources!

NNELL Membership Secretary: Goodbye and Hello!

NNELL offers its sincere appreciation to *Lupe Hernandez-Silva* who is stepping down as Membership Secretary, a position she has held since 1988. Lupe, who works at the Center for Applied Linguistics (CAL), has served NNELL by completing such tasks as setting up the mailing list database, maintaining the ever-increasing list, responding to frequent calls from members, organizing mailings to members at least four times a year for elections, information alerts, membership renewals, and renewal reminders, as well as many other tasks. She has carried out these activities with professionalism and grace and many times has gone above and beyond the call of duty by taking work home to complete (such as stuffing 950 envelopes), enlisting the help of her husband and sons. She has served NNELL tirelessly for the last 10 years. We owe much of NNELL's success to her dedication and behind-the-scenes efforts. Goodbye Lupe, and thanks again for all you've done for NNELL!

Annette Holmes, who also works at CAL and is very familiar with NNELL's activities, has been appointed to serve as the new Membership Secretary. You may have spoken to her already since she has had responsibility for filling orders for NNELL packets. We are delighted that Annette will be taking on more responsibility for NNELL and look forward to working with her in our various activities. Hello Annette and welcome to NNELL!

Why Should Students Be the Only Ones Who Can Make the Honor Roll?

Note: *In Spring 1998,* Learning Languages *(vol. 3, no. 3) published a congratulatory note concerning Marty Semmer, the NNELL member who received the Teacher of the Year Award from Disney. Marty teaches elementary Spanish in three elementary schools in Colorado and has been a tireless advocate for language learning. She was honored on the annual telecast of "The American Teacher Awards" and received a $2,500 cash award as a finalist. The following information concerning this year's revised application procedures was supplied by Disney.*

Since 1989, the Walt Disney Company has been proud to present the American Teacher Awards, saluting outstanding members of the teaching profession. These awards salute not only the 36 gifted and dedicated men and women who are honored each year, they also demonstrate our respect for teachers across the country.

In the tenth year of Disney's commitment to recognizing the best in teaching, it is time to re-examine our vision of all that an outstanding teacher can be in the life of a child. Beginning in 1999, the American Teacher Awards will be focused on identifying and honoring those teachers whose methods and approaches exemplify creativity in teaching and who inspire creativity and the joy of learning in their students as well. These teachers will be provided not only with an award and national recognition, but also with professional development opportunities to maximize their abilities as teacher leaders. The outstanding, creative teachers honored by the American Teacher Awards will be supported in sharing their vision not just with the American public, but with other teachers who share their hopes and dreams for America's students.

In order to make this possible, Disney is reaching out to everyone who has been touched by the work of a creative teacher. Students, parents, fellow school personnel, and members of the community are all encouraged to nominate a teacher. There is no more thoughtful gift to give a teacher who has touched a life than to recognize the role he or she has played in shaping the way a child sees the world. The Walt Disney Company hopes that this nomination process will show thousands of teachers across the country how much their work means to their students, co-workers, and communities.

All nominees will be contacted by Disney and will receive a copy of the American Teacher Awards application. It is the responsibility of the teacher to complete the application, which will then be reviewed by a selection committee made up of leading educational organizations, experts in the field, and past honorees of the American Teacher Awards. The 36 honorees selected will be recognized at a ceremony to air in November 1999 on the Disney Channel.

Nominations for the 1999 American Teacher Awards will be accepted until March 31, 1999. Nominations can be made by phone, toll free, at 1-877-ATA-TEACH or may be submitted online at www.Disney.com.

Explore Argentina!
An Exploratory Program Assignment

Silvia Fernandez
Spanish Teacher
Cape Henry Collegiate School
Virginia Beach, Virginia

About the Program

At Cape Henry Collegiate School, all sixth graders automatically enroll in the foreign language exploratory course. This exploratory program entails a six-week mini course in each of four different languages—Spanish, French, Latin, and Japanese. For a total of six weeks, the students experience 12 classes in each of the foreign languages. When the students reach seventh grade, they enter the sequential program in foreign languages, having the option to select any of the languages offered.

About the Assignment

The Spanish exploratory group traveled back to the Argentina of 1946 on a virtual reality trip using an imaginary time machine. Argentina was selected because it offers a wide range of geography, culture, and sports. The movie on Eva Peron helped to stimulate students' interest in their research for the project. While on the virtual trip, students used encyclopedias and the Internet to investigate Eva Peron, the *Gauchos*, and other areas of social life. Because this assignment was part of an exploratory program, students completed their work in English. Students created a Venn Diagram to compare and contrast the North American Cowboys with the Argentine *Gauchos*. A *Gaucho* Day, with authentic artifacts and foods, provided closure to the experience.

The Spanish exploratory group traveled back to the Argentina of 1946 on a virtual reality trip using an imaginary time machine.

Students were given the option of presenting the information found in one of two formats—as a scrapbook or as a newspaper article. To be included was a map of South America identifying Argentina and its capital, Atlantic, Pacific, and Antarctic Oceans, *Las Pampas*, the Andes mountains, *Tierra del Fuego*, and Bariloche. Students were also to include the flag, a brief biography of the *Gaucho*, a photo or artifact of the *Gaucho*, a biography of Eva Peron, two photos of Eva Peron and her husband, and a brief personal opinion about Eva Peron. Points were given for each of these required components.

Student Gwen Emmons, whose work is included here, opted for the scrapbook format but thought that writing a travel diary to express her thoughts would be "cute." She said the idea of the diary "just occurred to her," she had not used this approach before. Other students also opted for the scrapbook format. Gwen, however, was the only one who used this creative "chatty" approach.

72

Gwen's Diary — An Adventure through Argentina

Gwen Emmons
Grade 6 Student
Cape Henry Collegiate School
Virginia Beach, Virginia

Sept. 17th

I decided to go to Argentina after Mrs. Fernandez gave us the assignment to make a scrapbook on Argentina. I booked a flight on United Airlines, seat 23, and hopped on. The 15-hour round trip was neat, but I was glad to be off it.

When I got there, it was about 3:45 p.m. I went to my hotel, Days Inn at Buenos Aires, the capital of Argentina. Did you know that as well as a city, Buenos Aires is also a province?

I decided to start my adventure with a tour given to me by a local family. As well as fun, I got tons of information for my reports! Here's what I got:

> Argentina has 1,100,00 square miles of land. It is the second largest country in South America. Its name means "silver-land." It was named by a Spanish poet misled by European reports. Argentina may not be chock full of silver, but it is definitely chock full of everything else. Mountain ranges, jungles, prairies, deserts, snow, waterfalls, and many other things are just some parts of the amazing country of Argentina. Many natural resources are in Argentina too, like coal, copper, gold, iron, sulfur, and anything from oil refineries to hydroelectric power plants. Argentina houses the third largest population in South America. It is probably the best educated and best taken care of country in South America too. I mean, they get free medical services in practically all hospitals. Over 95% of the population has gone to school (that's more than in any other South American country), and they have over 50 universities. That may not seem large to us, but that's a big number to them The tip of Argentina is about 500 miles from Antarctica. The Iguazú Falls form one border, separating Brazil from Argentina, just like Niagara Falls! Actually, many things in Argentina are like those in the U.S., landscape-wise.

By the time the Citraellez family stopped talking, the beautiful Argentina sunset swept over the clouds. I said good bye to the kind family and went back to my hotel.

Sept. 18th

After a great, nine-hour sleep, I was up and ready. I decided not to go to the Eva Peron Foundation. The foundation, created by Eva Peron, was designed to give money to the poor. It was funded by a yearly donation of money from Argentines. Although it sounded neat, a local told me "Evita Village is much nicer." I decided to visit Evita Village, which housed over

4,000 poor Argentines. While I took a bus to Evita Village, I thought about Eva Peron.

Eva Peron is, and was, worshipped here. Not very hard to understand, I think, because she gave so much back to the community. Eva was an asset to her country. Later in her political career she got too powerful and out of hand, banning and jailing opposing people. I believe without her, Argentina would not have flourished so well. In her understanding, compassion, and belief, she is very similar to England's late Princess Diana. Anyone could easily see why she is so loved.

Whoops! I almost missed my stop! I'll talk later.

Sept. 19th

I had such a great time last night. I ate at some local restaurants and learned how to dance the popular dance, the tango. Anyway I learned tons of info on Eva Peron for my report. Here's what I learned on Eva:

> Maria Eva Duarte was born in 1919 in Los Toldos, a small town, and was the youngest of five. When her father died, it left her without any financial support, and so at age 15 she ran off with a local musician who promised her that she would be a film star. (What girl could resist that?) The two went to Buenos Aires. Soon after, the musician left. Eva managed to make a living by acting small parts in plays. Her dream of becoming famous was quickly disintegrating. Then, in 1943, Juan Peron came along. They soon fell in love, and the 24 years difference in age didn't matter. They soon married. When Juan, the rising politician, was elected, Eva immediately supported Juan, and the people of Argentina fell in love with her. Eva gave back to the poor. She built hospitals and schools, including the Eva Peron Foundation and Evita Village. When she died of uterine cancer in 1952, the people overthrew Juan. Eva's greatest fear was to be forgotten. I don't think she ever will.

How was it? I hope you like it. Here is my schedule for the rest of my stay:

See Iguazú Falls, Sept. 29th to Oct. 1st
See Las Pampas & Los Gauchos, *Sept. 21st*
See a soccer match, Sept. 19th
Go skiing in Bariloche, Sept. 23rd to 28th

Okay, let's see, today is the 19th, so I will see a soccer match. I heard there's a match today at 4:50 at the local stadium. I wonder who's playing?

5:34 p.m.

The soccer matches in Argentina are so neat! I am full of team spirit as the local team (the Spanish name was so hard to pronounce, I can't even write it) is beating the Brazilian team (another hard name), and it just

started! The score is 7 to 4, with the Argentines in the lead. Make that now 8 to 4, now that Señor Devarro makes another goal. I am really glad I am taking Spanish because I can understand a lot of what the announcers are saying, but sometimes they talk way too fast!

The game ended at 6:18. I got a thick slab of steak at the stadium's local restaurant. Argentines are big beef eaters. No, not those guys outside of Buckingham Palace, but beef eaters. Maybe it's because of the Pampas, where much of the Argentine meat is grown. I am going to visit the Pampas sometime during my trip, and maybe I can find out more about them.

Sept. 20th

I spent my day walking around Buenos Aires. I took lots of photos and did some shopping for my family and friends. It then started to rain at 3:30, so I went to my hotel room and did some of my homework from Cape Henry. This trip was long, so I was going to miss a lot of work and thus have a lot of work to do. Finally, at 10:23 p.m. I decided the rain was not going to let up and I ordered room service.

Sept. 21st

Wow! It is hard to believe all the gauchos on this bus! There are about 34 on this bus only! The gauchos, Spanish cowboys, spend their days roaming the pampas. A friend gaucho told me about the pampas:

> The word *pampas* comes from the Quecha Indian language, meaning "flat area." The pampas are a vast spread of grassy, fertile plains that spread over the majority of central Argentina, near Santa Fe and

Rosario. The Patagonia is just south of the pampas, and they too are often confused. No real danger threatens the pampas, except for a few violent windstorms. Because of these fertile grasses, the pampas provide much of Argentina's wheat and beef. No wonder they are so favorable to meat! Because of all those cows roaming the pampas, they need something to guide them. That's where the gauchos come in. They ride on horses and lead the cattle to grassy areas where they can graze, sort of like the cowboys of America.

The bus ride may have been bumpy, but it was fun. I am at this moment renting a horse to ride through the pampas. My gaucho friend is giving me a sort of tour of the area. Well, gotta go!

Sept. 22nd

Well, the tour was very pretty. Side effects: sunburn and a really sore behind. But I enjoyed seeing the small villages and the cute baby calves. Anyway, I am really psyched about going to ski. I've never been skiing, much less in Bariloche. The trip should take roughly eight hours. This time, though, I am taking a chartered train. I'm all packed up and ready to leave my hotel. See, when I go to Bariloche, I don't return to Buenos Aires. From Bariloche, I go to the Iguazú Falls. From the Falls I get a plane home. So today, I'm going to look at some of the art in the area. Hopefully, it won't rain.

Sept. 23rd at 5:00

Well, right now I am on a train and really exited. This is my first skiing trip and I hope it will be exiting. I'm really tired and I hope to get some sleep soon. I should get to Bariloche around 1:00 p.m., so I've brought lots of homework to do. Well, it's time for me to get some sleep. I'll be back.

Sept. 23rd at 9:17

Hi! It's already getting prettier as the train goes along. I've just finished a map showing the route I'm taking. Good news! We might be to Bariloche at 12:00 p.m. Anyway, here's what I'm going to do the next few days:

Sept 24, get my first skiing lessons
Sept 25, do some of my own skiing
Sept 26, more skiing lessons
Sept 27, hang around.

I've decided to stay in Bariloche till the 27th and not the 28th. That way, I'll have more time to go to Iguazú Falls. Anyway, it's about 10:00 a.m. and I'm starving. How do you say, "train service, please" in Spanish?

Sept. 24th

My first skiing lessons! I'm so excited. I already have rented my skiing gear. Hopefully, I won't get sunburned again! My instructor is Antonio Ferdneud. He is very funny. I am taking private lessons for two days on basic skiing techniques. I'm really excited.

. . . Okay, okay. I'm not Picabo Street. I fell 14 times and cut my chin, sprained my ankle, and got so much snowburn I look like a cherry Popsicle. My skiing lessons are over for today and probably for the rest of my stay. It was fun, though, and I did ski for about seven hours. Oh well. Back to homework.

Sept. 25th

I called my parents. I will leave Bariloche tonight on a plane and go to Iguazú Falls till the 27th. Then I will go home. ☹

Sept. 25th @ 2:00 a.m.

First class is fun!!! But I can't sleep. It's really hard to sleep on a plane. I don't like it. But the service is fun. People are so nice to me, because:

- ☺ *I have a sprained ankle*
- ☺ *I am a kid*
- ☺ *I am just generally cute!!!*

Oh good. I'm getting tired........ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

This hotel room is GREAT! ☺! ☺! ☺! *It smells good, has a built in refrigerator, a great view of Iguazú Falls, and, the most important thing of all, FREE SAMPLES OF EVERYTHING!!!!! And they have cute little pictures of bunnies on the wall. Now I've decided I'm going to go on a short tour of the falls' history. Actually, my parents told me I had to do something educational, so this looked more exciting than the Parella Cheese Factory. So, here I go!*

The falls are like Niagara Falls. The rainbows are really pretty and the people are nice, just like in Buenos Aires. That seems so long ago. The tour was cool. I almost fell in the water. Whoops! Anyway, I forgot to bring my lap top, so I didn't write anything down. Tomorrow I am going shopping! ☺

Sept. 27th

I am going to leave Argentina tonight. I am really sad. I am going to a zoo today, full of Argentina's special animals. They are supposed to be adorable! Llamas, here I come!!

Sept. 27th at 7:00

Those llamas spit on me! They were cute until they did that. All the other animals were nice to me, and almost all of them had a young addition to the family.

I am going home. I will miss Argentina, but I miss my family more. Oh boy, they are handing out the peanuts on the plane!!!!!! ☺

ERIC Review Published on K–12 Foreign Language Education

The ERIC Clearinghouse on Languages and Linguistics, located at the Center for Applied Linguistics, is pleased to announce the publication of *K–12 Foreign Language Education*, Volume 6, Issue 1 (Fall 1998, 72 pp) of *The ERIC Review*.

K–12 Foreign Language Education focuses on language education from kindergarten through grade twelve, highlighting the importance and benefits, for individuals and for society, of knowing more than one language. Lead articles examine current trends and challenges in the field of foreign language education and the many benefits of second language learning. Shorter pieces address topics such as program models, national standards, student assessment, professional development of teachers, uses of technology for foreign language learning, and job opportunities for foreign language speakers. Guidelines for establishing and maintaining a foreign language program are presented, along with lists of resource organizations and tips for searching the ERIC database. A sampling of articles follows:

- Second Language Learning: Everyone Can Benefit
- Foreign Language Education in the United States: Trends and Challenges
- Starting a Foreign Language Program
- National Standards: Preparing for the Future
- Heritage Language Students: A Valuable Language Resource
- Federal Support for Foreign Language Education
- Using the Internet for Foreign Language Learning
- Foreign Languages and Job Opportunities

For a free copy of *K–12 Foreign Language Education* or a subscription to *The ERIC Review*, call ACCESS ERIC at 1-800-LET-ERIC (800-538-3742), send an email message to acceric@inet.ed.gov, or send your request in writing to: ACCESS ERIC, 2277 Research Boulevard 7A, Rockville, Maryland 20850.

Critical Issues in Early Second Language Learning: Building for Our Children's Future

This professional resource book provides valuable insights and information about second language study in the elementary school. Thirteen key issues are thoughtfully explored by the profession's leaders and innovators. Any educator or parent interested in implementing a foreign language program or teaching second languages in an elementary school will want to read this important book. Edited by Myriam Met. Foreword by Madeleine K. Albright.

Critical Issues in Early Second Language Learning
ISBN 0-673-58919-6 $18.96

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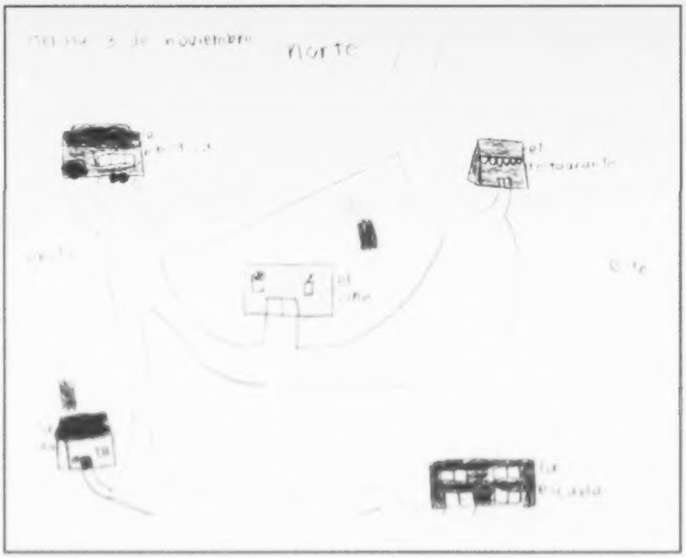
Children's Classroom Creations



Melissa prepared this community map and description as part of a unit in which students studied their community and compared it to communities in countries where Spanish is spoken.

Melissa Zabel
Grade 3
Lakeside Elementary
Grand Rapids, MI
Jennie Frazier
Spanish Teacher

Mi comunidad se llama Lima. En mi comunidad hay la casa, el cine, el restaurante, la escuela y la biblioteca. El restaurante está en el este. Hablan español en mi comunidad. En la escuela no llevan uniformes. Mi casa es blanca, negra, y azul. (My community is Lima. In my community there is a house, a movie theater, a restaurant, a school, and a library. The restaurant is in the east. Spanish is spoken in my community. In school students don't wear uniforms. My house is white, black, and blue.)

BEST COPY AVAILABLE

NNELL Swapshop Breakfast Is a Success!

The FLES Swapshop Breakfast sponsored by NNELL at ACTFL in Chicago was a soldout event. Over 200 elementary and middle school educators and methods professors, most bringing copies of an activity to share with the other participants, enjoyed the continental breakfast as they chatted with tablemates and visited the publishers' tables. Christine Brown, President of NNELL, welcomed the participants, introduced the NNELL board members, and gave a short report on NNELL activities. Seventeen publishers displayed their products and contributed prizes for the raffle. Winners went home with posters, software, storybooks, magazines, T-shirts, and much more.

Seventeen publishers displayed their products and contributed prizes for the raffle.

NNELL greatly appreciates the support of the following publishers: Scott Foresman/Addison-Wesley, EMC/Paradigm Publishing, MEP, Early Advantage, National Textbook Company, Edumate Educational Materials, Sosnowski Associates, Languages for Kids, Le Français Fantastique, Cheng & Tsui, Milan Presse, North-South Books, Bayard Presse, Klett Edition Deutsch, Master Communications (Asia for Kids), REI America, Inc., and Soleil Software.

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Distributes French and Spanish materials from European and Canadian publishers, including children's literature, cassettes, software, and texts for immersion schools.

NOMINATIONS OPEN:

NNELL Executive Board for Fall 1999

NNELL is currently seeking nominees for second vice-president and secretary. Nominations for these positions should be made in the form of a letter and should include the nominee's name, home address, and telephone number. Nominees must be current NNELL members. The second vice-president serves a one-year term, then succeeds to first vice-president, president, and past-president, serving for a total of four years. The secretary serves for two years and is responsible for the minutes of the board meetings and maintaining the historical records. It is essential that the nominees be able to attend the annual board meeting, which is held one or two days prior to the ACTFL annual meeting in November.

Please send letters of nomination no later than April 15, 1999, to Dr. Susan P. Walker, Chair, Nominating Committee, 4560 Ohio Ave., St. Louis, MO 63111. E-mail: spwalker@stlnet.com.

Mail ballots will be sent to members in April. The results will be announced in the Fall 1999 issue of *Learning Languages.*

Order K–8 Latin Program Information . . .

The American Classical League is making available two curriculum information packets on exemplary Latin programs. One is designed for elementary school programs, the other for middle school. These 6- to 10-page packets include an overview of each program, grade levels suitable, methods of instruction, and the successes of the programs' students on standardized tests of English skills. Also included are reviews of the program, names and addresses of textbook publishers and project directors, sample pages of curriculum, and costs. Additional information includes the benefits of studying Latin, resource centers for teaching and informational materials, sources for locating or hiring Latin teachers, workshops for Latin teachers, and mentor-teachers of Latin.

To order, indicate the number of packets desired:

Packet B911A - Exemplary Latin Programs for Elementary Schools
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Each packet is available for $7; postage and handling is $5 for orders up to $10, and $7 for orders more than $10. Remittance must accompany order. Materials shipped as ordered are not returnable. Allow three weeks for delivery. To order, contact: The American Classical League, Miami University, Oxford, OH 54056; 513-529-7741; Fax: 513-529-7742.

Where in the United States are schools that teach foreign languages to young children?

Coming soon . . . An exciting new resource with answers!

National Directory of Early Foreign Language Programs
compiled in 1998 by Lucinda Branaman, Nancy Rhodes, and Annette Holmes

A state-by-state searchable Web database with nearly 1,500 public and private elementary and middle schools that start teaching foreign languages before grade 7.

Includes these program details:
• school name and address • contact person • program • program description • languages taught
• program goals • grade levels • materials • minutes of instruction per week • and more!

Available on the Web in early Spring 1999.
Check the Web site at **www.cal.org/ericcll/earlyfl/** for the announcement of its availability.

This directory was compiled by the Center for Applied Linguistics with funding from the U.S. Department of Education, Office of Postsecondary Education, International Research and Studies Program. For more information, contact Annette Holmes (annette@cal.org) at CAL, 4646 40th St. NW., Washington, DC 20016.

Assessment of a Preschool Second Language Program Using Sticker Books as Portfolios

Kim Chase
Middle School French Teacher
Lyman C. Hunt Middle School
Burlington, Vermont

Beginning second language instruction at the preschool level presents more benefits than drawbacks because the typical preschool student is still acquiring his or her first language. Since most preschoolers are not yet literate, however, designing a meaningful, practical assessment is a challenge. One solution to the problem is using sticker books.

No matter what type of assessment you are currently using, you can add sticker books as a simple, effective means of recording students' progress. If you invest in small composition books or three-ring paper folders filled with blank paper and some quality stickers, your students can create individualized portfolios or dictionaries of the words they have learned.

I use stickers at the end of each class. If, for example, we are learning about colors, I might bring in large dot stickers in the three primary colors. In order to get a sticker, students must be able to name the color they want. As we progress, I increase my expectations, asking students to say "Please," "Thank you," and later, to use a whole sentence, such as "I want the yellow one," "I would like the small cow," or "May I have the big star?"

I encourage students to put the stickers in their books the way they want to. Some will methodically fill one page after the other. Others will scatter their stickers randomly, and still others will create pictures with their stickers. Rarely have my preschoolers organized their sticker books the way I organize my classes, i.e., thematically. And yet, they are always able to go back and name each sticker they have chosen, even when it appears out of the context I had attempted to create.

Using a variety of different stickers ensures that each child will have a unique sticker book, but it's important to make sure everyone gets a turn at having first choice because there will always be a favorite sticker. Stickers with unusual textures such as fuzzy, shiny, or puffy are very popular and provide opportunities to use new words. Since "sticker time" tends to be one of the most motivational moments in the class as far as getting the children to speak in the target language, be sure to make the most of the teachable moment. What kind of brown dog? The spotted one or the big one? What kind of eyes? The blue ones or the funny ones?

. . . "sticker time" tends to be one of the most motivational moments in the class. . . .

If you are teaching second languages at the preschool level, you are probably already using toys, manipulatives, games, songs, and realia, not to mention stories and chants. In my preschool classes, we always begin with a song, *Bonjour mes amis, bonjour!* (Hello my friends, hello!) Then we talk about some of the words we learned last time, to increase students' sense of success and progress. This is often a good time to share sticker books and to see how everyone used their stickers last time. As the year progresses and we have more stickers, I usually feature a

> I encourage children to take their sticker books home so they can show their parents what they have been learning.

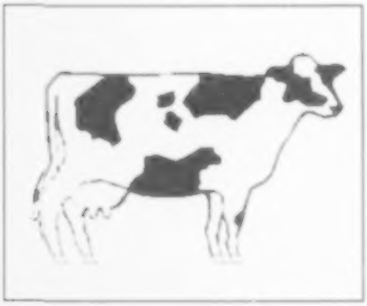
different child's sticker book each time. This makes children feel important and also provides a handy review of what we have been learning so far.

I encourage children to take their sticker books home so they can show their parents what they have been learning. Leaving books at home can be a problem, in which case the three-ring folder comes in handy since you can just give the child a blank piece of paper, which can be added to his or her folder later.

Parents are usually very enthusiastic about their preschooler speaking a second language, and they are eager to be involved with their child's learning. If parents are not native or proficient speakers, however, I do not encourage them to speak the target language at home with their children. (Although parents who took four years of French in high school may know a thing or two about grammar, most preschool language students will acquire almost native-sounding accents. "Wait for your children to teach you the right way to say it," I suggest.) To include parents in our progress, I make a tape of all the words we have been learning in class. This way, parents and children can learn together, and children can identify stickers when they hear the word on tape. On the other side of the tape, I record songs we sing in class so parents can learn to sing them, too. With a tape player that has dubbing capability, updating tapes can be done fairly quickly. If you are teaching in a pilot program in which continuation depends upon your ability to demonstrate success, both the sticker books and the tapes will go a long way toward providing you with positive public relations.

Obviously, an adequate assessment of preschool students will need to involve more than individualized sticker books. But if you are like the vast majority of preschool teachers I have come across, you are already unusually resourceful and innovative. Just add the sticker book to your long list of teaching tricks!

Kim Chase taught preschool French classes for four years at the YMCA in Burlington, Vermont.



Calendar

Spring 1999 Conferences

April 6–10, 1999
50th Anniversary Conference, Pacific Northwest Council for Languages, Tacoma, WA. Ray Verzasconi, Oregon State University, Kidder Hall 210, Corvallis, OR 97331; 541-737-2146; Fax: 541-737-3563; E-mail: verzascr@ucs.orst.edu.

April 8–10, 1999
Southwest Conference on Language Teaching, Reno, NV. Audria Cournia; 1348 Coachman Drive, Sparks, NV 89434; Fax: 702-358-1605; E-mail: acournia@compuserve.com.

April 8–11, 1999
Northeast Conference on the Teaching of Foreign Languages; New York, NY. Northeast Conference at Dickinson College; PO Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: neconf@dickinson.edu.

April 15–18, 1999
Central States Conference on Language Teaching, Little Rock, AR. Pam Seccombe, Little Rock, AR 72204; lehsec@aol.com.

Summer 1999 Courses and Workshops

June 20–July 16, 1999
Methods for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola Dahlberg, Old Main 109B, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; E-mail: cadahlbe@cord.edu.

June 22–27, 1999 and
June 26–30, 1999
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July 19–29, 1999
Teaching Foreign Languages to Young Students, Teachers College, Columbia University, New York, NY. Maria Haas, 395 Riverside Drive, 12A, New York, NY 10025; 212-865-5382; E-mail: mbh14@columbia.edu.

August 7–15, 1999
New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

NNELL

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

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NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/nnell.

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Spring 1999
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*Learning Languages: The Journal of the **N**ational **N**etwork for **E**arly **L**anguage **L**earning* is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/nnell.

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Learning Languages

The Journal of the National Network for Early Language Learning
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Articles

4 **Advocacy for Early Language Education: A School Board Presentation**
Virginia Gramer

9 **Organizing a Language-Immersion Day for Middle School Students**
Aurora Hermo and Boni Luna

13 **Recent Developments in Early Language Learning in Japan**
Katsutoshi Ito

21 ***"Te quiero, Tito"*—FLES Email Project**
Deby Doloff

23 **GLOBE Integrates Mathematics, Science, Social Studies, and Technology into the Foreign Language Classroom**
Teresa J. Kennedy

Features

2 **Notes from the President**

15 **Clarification! How to Order a NNELL Advocacy Packet**

16 **The Educational Excellence for All Children Act of 1999**

20 **Children's Classroom Creations**

26 **Publication Announcement: *Teacher to Teacher: Model Lessons for K–8 Foreign Languages***

27 **Activities for Your Classroom**

30 **Classroom Resources**
- **French**
- **German**
- **Spanish**

32 **Calendar**

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Notes from the President

I am delighted to begin this issue of *Learning Languages* with three pieces of very good news!

For the first time ever our membership has exceeded 1,000 members! Words of thanks for a job well done go to NNELL officers, regional representatives, and state representatives who have been sponsoring NNELL sessions both locally and regionally. These efforts have certainly paid off in a growing membership!

We are celebrating the publication of the volume that is the outcome of the NNELL institute, held in the summer of 1997, on the national student standards: *Teacher to Teacher: Model Lessons for K–8 Foreign Languages.* Congratulations to Mary Lynn Redmond and Eileen Lorenz, co-editors, for this volume! Look for the announcement and ordering information on page 26 of this issue.

Included in this issue of the journal is a part of the Elementary and Secondary Education Act of 1999 (ESEA) proposed by the Clinton Administration. You will be delighted to see in it a strong commitment to early language learning! Write to your senators and representatives in Congress to encourage their support for this important legislation. The vote will take place in Congress during the 1999–2000 year. You will see in this issue of the journal a sample letter of support that you can access on the NNELL Website (www.educ.iastate.edu/nnell). You also can access the addresses of your members of Congress from the Website. We encourage you to personalize the letter before you send it.

I am also pleased to highlight several of the wonderful articles in this issue of *Learning Languages* that have been provided by our authors, editor, and editorial staff.

The feature article is an excellent example of a presentation to a local school board in support of early language learning. Author Virginia Gramer includes vignettes of students from her program who have benefited from their early language learning in their world of work and studies as young adults.

Contributing Editor for International News, Helena Curtain, includes another article in the series she has invited on early language learning in other countries. In this issue, Professor Katsutoshi Ito reports on early language programs in Japan. The challenges in establishing programs are similar throughout the world and, as Professor Ito suggests, international cooperation on early foreign language education makes good sense.

If you have never organized an immersion day, the article included in this issue may give you just the encouragement you need to establish your first immersion day program. Guidelines for organizing such an event are included in the article, as well as examples of content that have been successfully used with young language learners.

Also in this issue is an article on the GLOBE program, an international network of students and teachers who collect atmospheric, hydrologic, geologic, and biometric data to report to GLOBE and NASA via the Internet. We are publishing this information as part of our ongoing effort to provide content-related information that is highly compatible with national standards in foreign language, mathematics, and science.

On the warm and fuzzy side, you'll find an article on the traveling, brown, stuffed bear that is now part of an e-mail project for students from 11 schools in 9 states, as well as Argentina and Spain. This bear travels to schools and conveys good wishes and information from his travels.

A special thank you goes to Nancy Rhodes and Marcia Rosenbusch for their hard work as executive secretary and journal editor, respectively. As most of you know, in addition to her full-time position at the Center for Applied Linguistics, Nancy fields hundreds of requests for information regarding NNELL and elementary foreign language. Marcia, a full-time faculty member at Iowa State University, also adeptly leads the only Title VI Language Resource Center devoted to K–12 language education. Without Nancy's and Marcia's leadership, tireless efforts, and commitment, NNELL would not be the thriving organization it is today. Our deep and heartfelt thanks to both of them.

On a final note for this issue, I am delighted to report that we have received funding for a small conference to be held in Hartford, Connecticut, this July for NNELL state representatives, regional representatives, and officers. Space permitting, we will also open the meeting to foreign language teachers and supervisors in the area. Our goal is to invite representatives from 20 organizations that lie outside the field of foreign language to a small working conference on early language teaching, learning, and nurturing. For some time, the NNELL executive board has discussed the need to meet with leaders of other elementary and secondary education groups.

The goal of this conference is to provide the leaders of these organizations with a nationwide update on the exciting field of K–12 foreign language education, while at the same time forging a consensus on how to "institutionalize" language programs more effectively in the public and private school context. While NNELL does not have the financial resources at this time to generate a national advocacy effort, we hope that a dialog with related education groups might be a first step on the path to greater mutual support. Portions of the conference will be devoted specifically to advocacy efforts, articulation needs, and curriculum development needs around national and state standards.

. . . we hope that a dialog with related education groups might be a first step on the path to greater mutual support.

We are encouraged by the enthusiasm on the part of state representatives for this kind of conference. We are committed to continuing these efforts on behalf of early language teachers.

All the best to you as the summer unfolds and provides time for renewal.

Christine J. Brown

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Introductory Note: The following article was given as a presentation to the American Council on the Teaching of Foreign Languages (ACTFL) Delegate Assembly at the 1998 ACTFL Convention in Chicago. The Assembly consists of representatives from all state and regional foreign language organizations as well as language-specific organizations. The subject of the meeting was "Advocacy for Foreign Languages." The author was given the assignment of exemplifying a presentation to a board of education (not her own) to promote the continuation of the district's elementary school foreign language program.
—The Editor.

Advocacy for Early Language Education: A School Board Presentation

Virginia Gramer
Foreign Language Facilitator
Hinsdale Elementary School District 181
Hinsdale, Illinois

Good evening, ladies and gentlemen of the board of education. Thank you for inviting me here. I know that you have a big issue before you—the future of your elementary school foreign language program. First of all, I would like to show you some pictures.

Because of his language skills, Jeff Means was able to spend a very rewarding term at St. Cyr, the French Military Academy. Jeff returned last year to finish his junior year at West Point. One of his current assignments is to write the curriculum, based on his experiences, for a semester French course for the United States Military Academy.

Jeff Means

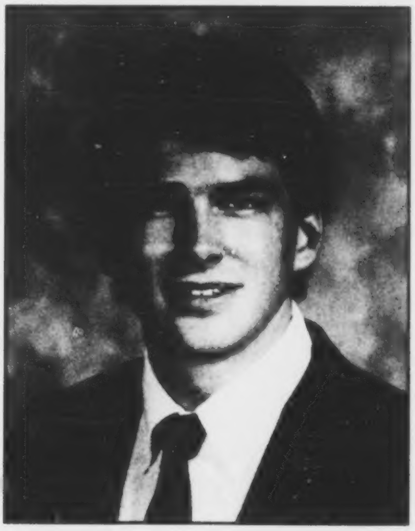
Katherine Remus is now a junior at Georgetown University, majoring in political science. Katherine had a job last summer, as did many of her classmates, but Katherine was paid considerably more than her friends and had a wonderful trip in the bargain. She worked for Coca-Cola in France, using her computer skills in marketing the World Cup Soccer Games, Tour de France, and Wimbledon. She got the job after a half-hour interview in French, on the phone.

Katherine Remus

Stuart Moffett, unlike Katherine and Jeff, was not a quick starter. He did not get down to serious business right away. Just out of school, he had a few positions, which no parent would think would bode well for his future economic well-being. One of them was with Club-Med. Stuart's French was good enough to get him the job and by the time he moved on he was assumed to be a native speaker. Because of his dual-language ability he was hired by a German bank, and during his tenure there he has become proficient in German. As you are probably aware, second and third foreign languages become successively easier to learn after one has mastered the first. That certainly was true for Stuart. He now deals in commodity trading, much of it on the phone in French and German and, occasionally, even English. However, Stuart is again moving on. He has decided that he has finally found his niche in high finance and he is coming back to the United States to get his MBA.

Richard Acker turned out to be someone to reckon with as a legal

Stuart Moffett



Richard Acker

eagle. The foreign language requirement for an MA at Princeton in international relations and public policy posed no problem for Richard. He had entered graduate school with proficiency such that he was able to write his master's thesis in French. His language skills opened up opportunities for him in international law. He worked on a research project on solar energy in French Africa, and he is now with a law firm in California dealing with global environmental legal issues. A year ago former students of various ages were asked to reflect on their experiences in elementary school. Richard credited the "seeds that were planted" when he was in his elementary foreign language program with his fascination with the language and the culture of so many areas of the world. He expressed gratitude to "the administrators who had the foresight to bring children to new languages when they were still young enough to absorb them."

Christina Martonffy, who has a teaching fellowship at Indiana University and is now working on her Ph.D. in French, like Richard, was asked to remember her school years in the district. "It was at Oak School, too, that I was first exposed to French, and I would so look forward to the times when our French teacher would come into our classroom and open the doors of a language and a culture that continue to hold me in thrall! I could not be more grateful to the district for giving me the opportunity to begin the study of a foreign language at an early age, for (as has been proven time and again) the younger one starts, the better."

Not all of those who have utilized

Christina Martonffy

foreign language training have been college bound. Lizzie B. started as a clerk in hospital admitting and, because of her innate talents in dealing with people and the fact that she could do so in several languages, she is now a department head dealing with patient and personnel issues.

Our district and those with programs like ours could each have dossiers several inches thick chronicling stories like these about students for whom languages opened up opportunities that they would not have had without their linguistic skills. It would be logical to ask about the students who did not polish their language skills or those who did not use them in a career. I would suspect that there are just as many of those as there are those of us who study math for 10 to 12 years, or in my case 16 years, and utilize it mainly to balance our checkbooks or to reduce a recipe by half; or those of us who come the closest to putting our 12 to 14 years of science education to the test by reading the nutritional labels on cereal boxes.

But I would suggest that foreign language instruction has numerous positive outcomes and long-lasting fringe benefits if one starts in the elementary school. There are certain skills that are better learned at an early age. Research into the development of the brain and the ways in which children learn now confirms that which was only confirmed by observation before—young children *do* possess unique language-learning abilities. Children store a second language in the same part of the brain in which they store their first language, giving their command of the second language a naturalness difficult to achieve later in life. When students begin language learning as they approach adolescence, the second language is stored in a different area of the brain and is learned in a different way.

Research studies also tell us that children who have studied another language show greater cognitive development in the highest levels of thinking skills and are more proficient in tasks requiring divergent thinking and figural creativity. They score higher on standardized tests in reading and math than non-foreign-language students and are more open to cultural diversity.

Our own language takes on an added dimension when we compare it with another. Just as we never saw the world on which we live until we left it and viewed it from our foothold in space, we do not understand our own language until we view it from the perspective of another.

Language instruction at an early age keeps the door open to the skills of learning by listening. The minute children enter school, reading becomes the first priority and, throughout their schools years, the printed word gradually replaces listening as the main conduit to new learning. Critical listening is a skill which atrophies if not used, so that most adults no longer trust their auditory memories and become compulsive note takers. Foreign language is one of the few instructional areas in which listening is the road to knowledge and skill, in which the medium *is* the message.

Barbara Walters interviewed Prince Charles shortly after the birth of his second child. When asked what he would wish for his children, he said, "The gift of languages." This princely gift has been bestowed on the children of many nations around the world—even those in third-world countries. Elementary school foreign language programs are proliferating in many school districts in our own country but we are only beginning to see this as a national priority. Terrill Bell said, "No nation has a separate future anymore." Are our children, who are the future of our nation, being as well prepared as their counterparts in other areas of the world, their future competitors, customers, allies, or even enemies, in that basis of almost all human endeavor—communication?

> . . . foreign language instruction has numerous positive outcomes and long-lasting fringe benefits. . .

Nelson Brooks, a noted linguistic professor at Harvard, said, "Foreign language in the elementary school is quite literally the chance of a lifetime." Once passed by it does not come our way again.

I hope, members of the board, that foreign language will emerge as one of your priorities and that the children of your district can experience—as the children in many districts in this country have—the satisfaction, the fun, and the rewards of learning another language at a time when such learning is the easiest to initiate, incredibly effective, and results in a priceless life skill.

The elementary school foreign language program in Hinsdale, Illinois (a K–8 district) started in 1960 with a pilot group of half of the district's fourth graders. All fifth graders have 30-minute sessions in either French or Spanish four times per week. In the middle school, French and Spanish are core subjects, meeting every day for 45 minutes.

Author's note: In any kind of advocacy situation, it is advantageous to know the disposition of the audience—parent group, board of education, or administrators and teachers. I have always attended school board meetings in my own district, not all, but enough so that I am familiar with each board member's mode of operation and their relationships with the superintendent and with one another. It is much easier to make an effective "pitch" if one knows who is catching. In addition, when making a case for elementary school foreign language programs to any group, I try to leave with them the essence of what I have presented, in printed form, something, that they can take with them and digest, or refer to, later. I recommend the brochure, "Why, How, and When Should My Child Learn a Second Language?", which may be downloaded from the ERIC Document Reproduction Website at www.accesseric.org.

Organizing a Language-Immersion Day for Middle School Students

Aurora Hermo
Kent Place School
Summit, New Jersey

Boni Luna
The Montclair Kimberley Academy
Montclair, New Jersey

Immersion Day Scenario

On a Saturday morning in February, a group of fifth through eighth grade students arrived at Kent Place School in Summit, New Jersey, and were immediately given passport applications. After completing their applications in Spanish, each received a passport that allowed them to begin their immersion adventures. Once in their small groups, they began their first activity. One group learned about *arpilleras* from a Chilean native who illustrated the discussion with colorful *arpilleras* from Chile. Then they worked together to plan an *arpillera* based on a school theme, such as a classroom project, a school dance, or sports. Working on a burlap background, they created an original *arpillera* by cutting, pasting, and sewing scraps of fabric in an applique picture that depicted their chosen theme.

Meanwhile, another group learned about the symbolism, design, and meaning of the Aztec calendar with a Spanish teacher from Mexico. Using the authentic Aztec designs, including animals and symbols from nature, students created and decorated their own versions of the calendar. The large calendars were then mounted on tagboard.

A third group listened to poetry read by the author, an Argentine poet, musician, and educator who lives in Mexico, Jorge Luján, and viewed the beautiful pictures of the Mexican folk toys that inspired the poetry. The younger students designed and drew original toys and described them to the group in Spanish. The older students wrote their own poetry based on the pictures of the toys (see *Juguetes Fantásticos* in *Learning Languages 3* [1], pp. 10–11).

In the computer lab, students were completing a survey in HyperStudio totally in Spanish, dealing with their families, school lives, interests, and communities. They also had their pictures taken with a digital camera and then integrated the photos with the program.

Another group worked in the art room learning about *amates*, a traditional Mexican picture painted on bark paper. As students viewed original *amates*, they noted the interesting borders and the themes of everyday life, such as a festival, a wedding, or planting the fields in Mexico. They then chose their own theme to illustrate in their large group *amate*.

The remaining group prepared a Mexican lunch of *quesadillas* (tortillas with cheese), *sincronizadas* (tortillas with ham and cheese), and *aguas frescas* (fruit punch made with fresh fruits).

Throughout the day, the groups rotated through each activity. As a culminating project, all of the students and instructors met in a large common room to share their creations. The calendars and *arpilleras* were displayed on the walls and the six *amates* were connected to create a large *amate* mural. As a farewell activity, everyone joined in singing songs in Spanish led by Jorge Luján. The students were exhausted from, and excited about, their experience. They had actually communicated in Spanish for five hours! They talked about it for months and often begged their teacher to plan another immersion day.

Planning an Immersion Day

After successfully organizing two immersion days for middle school students and with the possibility of a third, we decided to reassess the rationale and merits of this type of cultural experience. What follows is a synopsis of why we feel an immersion day is an important activity and the steps a teacher might take in order to undertake such an endeavor.

A well-planned immersion day should reproduce real-life experiences.

A common misconception is that immersion days are strictly for students with a high level of proficiency and language ability. Most immersion language programs are taught at the elementary school level, however, when looking for immersion day models, we found that most were designed for high school and university students. We still wanted to provide our middle school students with a language experience that was different from the one they receive on a day-to-day basis in the classroom. We wanted to give them an authentic linguistic and cultural experience outside the boundaries of their everyday class.

Foreign language classes, like most classes, are often organized around material that "must be taught." Typically, students are limited to specific types of activities due to classroom size, number of students, and time constraints. An immersion day extends the language experience and provides an opportunity for learning within a different context. Students who otherwise may have difficulty in a traditional classroom setting might do well in a more creative environment. We observed that on many occasions the less academically successful students became leaders in this type of setting. They took more linguistic chances, were more assertive, and used alternative modes of communication to get their ideas across.

A well-planned immersion day should reproduce real-life experiences. (See Figure 1 for a sample schedule.) Students must interact with a variety of people and engage in a number of diverse activities not otherwise possible in a standard classroom.

The first immersion day involved students in grades five through eight at Kent Place School. For the second day, Kent Place hosted the students from Montclair Kimberley Academy, a school nearby. The second immersion day followed a similar format with a central theme, *la feria de Sevilla*. We averaged about 50 students at each

Figure 1. Sample Schedule for Language-Immersion Day

Name: ______________________________

Time	Activity	Place	Professor
9:30 - 10:15	Dance	Hauser	Mr. Baum
10:15 - 11:00	Games	Annex/Hauser	Mrs. Muslin
11:00 - 11:45	Cooking	Hauser/Cocina	Mrs. Caamano
11:45 - 12:30	Art	Annex/Kasten	Mrs. Luna
12:30 - 1:15	Storytelling	Annex/Ryan	Dr. Langer
1:15 - 2:00	Party	Hauser	All

immersion day. This number enabled us to keep classes small. Our format had students follow a set schedule with activities and sessions in varied locations throughout the school.

Guidelines for Planning

We have elaborated a series of guidelines that we recommend teachers consider when planning an immersion day. These guidelines include suggestions on themes, time, instructors, funding and publicity, logistics, and assessment.

Themes. Whether the organizer chooses a thematic or a nonthematic immersion day depends largely on resources and the availability of talented instructors. In our experience, both types of days work equally well. Our first year's experience brought together a unique set of multitalented individuals. Some of the sessions were sewing a Chilean *arpillera;* designing a mural based on the Mexican *amates;* creating a HyperStudio project; redesigning an Aztec calendar; writing poetry; designing imaginary toys; and cooking a Mexican meal.

Our second immersion day centered upon the *Feria de Abril* in Seville. The activities focused on southern Spain. Some of those sessions included learning to dance *sevillanas;* playing traditional Spanish games; painting postcard-inspired posters; interactive storytelling; and cooking a Spanish meal.

Time. The date needs to be set taking into account major holidays, vacations, and teacher commitments. The immersion day could be used as a culminating activity for the year, the end of a semester, or during a foreign language week. Another consideration should be whether to schedule it on a weekday or the weekend. Using a Saturday, as we have done, has proven successful because of guest teachers' availability, the use of a facility, and the lack of interference with the normal school day.

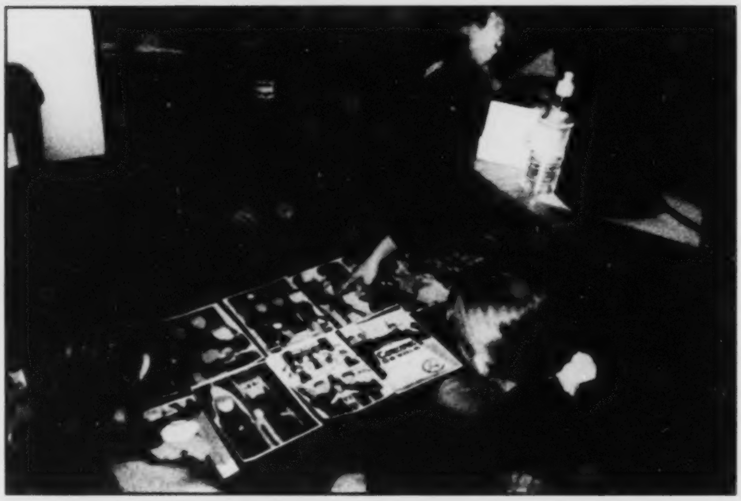
Two Montclair Kimberley Academy students, Steven Singer and Cooper Knowlton, relax after dancing *la sevillana*.

The length of the day should not exceed four and one-half hours. The intensity of the day could prove exhausting for both teachers and students.

Instructors. When choosing the instructors, draw from academic and nonacademic fields. When possible, use outside people whom the students do not know. This eliminates the comfort that comes from knowing a particular teacher's style. The student must then deal effectively with the unexpected, which parallels a more authentic experience.

Funding and Publicity. Since this is an extracurricular activity, funding will be needed. There will be expenses such as food, supplies, and stipends for guest teachers. Calculate how much is needed per student to cover all expenses; charge students a flat fee. Partial funding may also be available from the foreign language department.

Publicity is vital before and after the event. Teachers must actively re-



Students in the storytelling workshop with Dr. Langer de Ramirez order pictures from a story in sequence.

cruit students. School announcements should be made and flyers should be sent home. The school's publicity department should be notified of the special event. A follow-up assembly or a display with photographs and work from the day should be prominently displayed at the school to encourage interest in the next immersion day.

Logistics. On the day itself, a central registration area is needed to distribute schedules. The organizers designed schedules that blocked the day into forty-five-minute periods for both teachers and students (see Figure 1). Schedules must be drawn up carefully with the students' ages and compatibility in mind. Keeping the groups small is also important. In order to eliminate confusion, schedules should be reviewed with students at the registration area.

Planning our immersion days has been professionally and personally rewarding.

Passports were created using Works Wizards. As a student entered the room the teacher would stamp their passport to mark passage into a new area. At the registration area students were reminded that "Spanish Only" was a requirement for the day. Each teacher enforced this rule by addressing students only in Spanish and reminding them of no English throughout the day.

A central meeting area will be needed to conclude the day's activity. The entire group should gather to share and display the work produced that day. A spokesperson should narrate the proceedings while everyone eats the food that was prepared during the cooking class. Other classrooms will be needed for the activities being presented, i.e. computer room, kitchen, and art room.

Assessment. The final component of the day is an assessment of the day's activities. The session leaders and the organizers should gather to discuss how the day could be improved and generate ideas for the following year. Student input is invaluable. A follow-up questionnaire could be sent home or distributed during class time. Our assessments as instructors have been informal; usually they take place at a teacher's home while we enjoy a meal together. One person takes notes while the rest brainstorm.

Planning our immersion days has been professionally and personally rewarding. On one level we were able to formulate ideas and involve colleagues from other schools, friends, and even family. We exposed our students to new activities and cuisine, different instructors, and even the opportunity to interact with students from another school. The immersion days have been both enriching and stimulating to our respective language programs.

Recent Developments in Early Language Learning in Japan

Professor Katsutoshi Ito
Kanagawa University
Yokohama, Japan

Early language learning in Japan has a long history. As early as 1872 Japanese elementary schools introduced foreign language as an elective subject. Students from third grade and above could choose from among four languages: English, French, German, and Dutch. This system was abolished in 1879, but only five years later in 1884, English was taught again. It came to be the only foreign language taught as an elective subject at public elementary schools in various parts of the country. During the last world war, however, English language education was completely eliminated from public elementary schools. In 1946 it was restarted, only to disappear once again by 1955.

In 1972, however, in Chiba prefecture (city), where Narita international airport is located, English began to be taught once a week as an extracurricular activity to fifth and sixth graders at 15 public elementary schools. No doubt stimulated by what had happened in Chiba prefecture, other prefectures across the country began to teach English as a part of a program called "Education for International Understanding." It has been left up to each prefecture to decide the type of English language program to be implemented. Some areas have been teaching English as part of the regular curriculum, others as an extracurricular activity. In some cases, students from various grades are taught together in one classroom. Some public elementary schools have been teaching English once a week, others, only a few times a year—often in conjunction with school events involving international guests.

Currently, in Yokohama, one of the largest international cities in Japan, over two-thirds of public elementary schools are learning English as part of education for international understanding. Since 1986, Yokohama has been hiring International Understanding Instructors who are English speakers of various nationalities, not all of whom are from English-speaking countries. For example, in 1994, there were 51 English teachers from 21 countries. Since the English teacher changes every year, the students are exposed to a variety of cultures and languages. I observed one English class taught by a Portuguese woman who also taught about Portuguese culture and routine expressions in Portuguese, such as "thank you" and "good-bye." Another class I visited was taught by an elementary school teacher on leave from a sister city in Kansas.

The Ministry of Education, possibly spurred by the developments in early language learning across the country, started an experiment at two elementary schools in Osaka in 1992. This experiment later was expanded to 12 elementary schools in other prefectures. By 1996, at least one school in every prefecture was chosen by the ministry to conduct an English-teaching experimental program. Some schools teach English from grades one through six, which is the last year of elementary school. (This is followed by three years of junior high school and three years of high school.) The Ministry of Education will assess the

. . . it is expected that English will be taught in all elementary schools in the nation by the year 2003.

results of the experiment and, based on these results, it is expected that English will be taught in all elementary schools in the nation by the year 2003.

There are many problems related to early language learning yet to be solved. One major problem is how to find and train enough qualified teachers with sufficient English proficiency to staff 20,000 elementary schools! As to the content to be taught, the Ministry of Education is considering a framework of holistic, integrated *(soogo gakusyuu)* instruction in which international understanding, environmental problems, information, and welfare together with conversation in foreign language are studied as a whole. How to teach this international understanding framework is being left in the hands of the school districts. The Ministry of Education seems to avoid the implementation of a foreign language as such, but chooses to incorporate English as a part of holistic, integrated learning. The nature of the learning and its relationship to the teaching of English is still open to debate.

Private Elementary Schools

A recent survey indicates that over 85% of private elementary schools are teaching English as well as several other foreign languages. Seventy-five percent of these schools start foreign language teaching in grade one, and 10% start in grade four. Many of these schools teach English twice a week. English immersion programs are in place in a few elementary schools, such as the one at Katoh Gakuen in the city of Numazu.

There has been a great discrepancy between private and public elementary schools regarding foreign language education. In addition, many children learn English at private institutions before entering junior high school, where the teaching of English officially starts in most schools. Approximately 50% of students entering junior high school have already had some English instruction. This makes it very difficult for junior high school English teachers because they have both English-experienced and non-English-experienced students in the same classes. The planned introduction of English in 2003 in the public elementary schools is expected to rectify this unfortunate situation.

Role of JASTEC

In the field of early language learning, the Japan Association for the Study of the Teaching of English to Children (JASTEC) is a non-profit professional research organization founded in 1980 with the aim of promoting English language teaching at an early age. Its original membership was 100, but it has now increased to 800. JASTEC is headquartered in Yokohama and has five branches across the country. Activities of the organization include an annual convention and three regional meetings, as well as separate meetings held by each branch. JASTEC holds teacher training seminars two or three times each year and conducts both cross-sectional and longitudinal research.

The organization has completed a survey of the number of children receiving English language instruction before they reach junior high school and the number of schools that carry out an "education for international understanding" curriculum that includes English language teaching. In 1995 the organization sent an appeal to the Ministry of Education asking for the implementation of early foreign language (English) education in public elementary schools. Although the organization has no official ties to the Ministry of Education, sometimes Ministry members participate in JASTEC workshops. Also, organization members are sometimes asked to observe experimental English classes and give advice.

The association has an international committee, of which the author is currently the chair, that aims to have international links with organizations such as NNELL for the promotion of early foreign language education worldwide. The international committee is planning to have a joint conference with the Korea Association of Primary English Education (KAPEE) in the near future. In addition, the committee has translated *Languages and Children, Making the Match* by Helena Curtain and Carol Ann Pesola (Dahlberg) into Japanese in order to make this resource available to early language learning teachers in Japan.

In conclusion, it is the author's sincere wish that the day will come in the not-too-distant future when international cooperation becomes possible for the promotion and improvement of early foreign language education. This is imperative to prepare the children of the world for the shouldering of world responsibilities in the 21st century.

Note: The author can be reached at the following address: 1345-9, Isshiki, Hayama-machi 240-01 JAPAN.

CLARIFICATION!

How to Order a NNELL Advocacy Packet

The NNELL Advocacy Packet contains a variety of materials that will help parents and educators in their support of early language learning programs. The advocacy packet provides an organized "hard copy" of many useful materials, including articles, bibliographies, lists of resources, as well as pamphlets, and letters.

To order your packet, send $5 (check or money order made out to NNELL—***no purchase orders, please***) to Kay Hewitt, National Advocacy Co-Chair, Lexington Elementary School, 116 Azalea Drive, Lexington, SC 29072.

The Educational Excellence for All Children Act of 1999

On May 19, 1999, President Clinton and Secretary Riley unveiled The Educational Excellence for All Children Act of 1999—the Administration's proposal for reauthorizing the Elementary and Secondary Education Act (ESEA). ESEA, established in 1965 as part of President Johnson's War on Poverty, is the federal government's single largest investment in elementary and secondary education. The current ESEA expires on September 30, 1999. The new legislation, when passed by Congress and signed into law, will reauthorize federal elementary and secondary education programs for five years.

The legislation aims to strengthen school accountability, raise student achievement, and improve teacher quality. A key component of the legislation is the increase of opportunities for all children to learn foreign languages. The following text, Title X, Part 1, is the section that pertains to foreign language instruction.

Proposed Federal Legislation: Title X, Part I — Elementary School Foreign Language Assistance Program

What's New

The Educational Excellence for All Children Act of 1999:

- Promotes the goal that all students will develop proficiency in more than one language;
- Emphasizes the importance and effectiveness of foreign language instruction in the early grades by expanding access to high-quality foreign language programs in elementary schools;
- Supports state leadership in improving foreign language instruction in all schools by supporting the development of standards and assessments, dissemination of information on promising local practices, and efforts to improve the supply of qualified foreign language teachers;
- Stimulates an increase in the number of elementary school foreign language teachers by supporting the recruitment and training of new teachers; and
- Encourages the development and use of new technology applications to bring foreign language instruction to students in creative and effective ways.

The Elementary School Foreign Language program responds to the growing demand for multilingualism created by growing diversity within the United States and increasing cultural exchange and economic interdependency worldwide. Research indicates that, although foreign language instruction is most effective when it begins in elementary school, fewer than one-fourth of public elementary schools in the United States teach a foreign language.

The Foreign Language Assistance Program (FLAP), currently authorized under Title VII-B, supports the instruction of a foreign language for all children. Our proposal would strengthen this program by supporting new and promising approaches to improving the quality of foreign language instruction and dramatically increasing access to them, particularly for elementary school students.

What We've Learned

Foreign language instruction in public elementary schools has grown over the past 10 years. The portion of public elementary schools offering a foreign language increased from 17% in 1987 to 24% in 1997. However, public schools still lag behind private elementary schools and international schools in offering such instruction.[1]

Percentage of Schools with Foreign Language Instruction

	1987	1997
Public elementary schools	17%	24%
Private elementary schools	34%	53%

Elementary school foreign language programs are often "exploratory," characterized by developing only basic reading and writing skills and an appreciation for other cultures. Despite indications that such programs produce significantly fewer gains than programs directed at developing proficiency, roughly 45% of elementary language programs in 1997 were exploratory.[2]

With increasing numbers of elementary schools offering a foreign language, continuity with middle and secondary school programs has become an issue. Recent research indicates that only 10% of secondary schools take previous language achievement into account when assigning students to classes.

State leadership can help ensure the growth of high-quality foreign language programs. Currently, 35 states have policies or mandates for secondary school foreign language programs; six states—Arizona, Arkansas, Louisiana, Montana, North Carolina, and Oklahoma—have foreign language mandates for their elementary schools. [NOTE: A seventh state, New Jersey, has recently mandated elementary school foreign language.—ED.] By 1998, 19 states had developed foreign language standards.

Technology is also beginning to expand opportunities for foreign language exposure and learning. While most of the current commercially developed foreign language software emphasizes grammar drills and practice, translations and modifications of popular math, language arts, and word processing software are being developed in foreign languages.[3] To meet the demand for instructional support, the emphasis in technology should be on the innovative uses of developing tools—including software, Web-based instruction, and digital television—that explore the necessary balance between exposure, guided practice, and interactive experiences to help students become fluent.

According to recent survey data, 40% of elementary schools would like to add a foreign language program. This interest signals a significant opportunity to create and expand high-quality elementary school foreign language programs.[4]

What We Propose

Our proposal establishes a national goal that 25% of all public elementary schools should offer high-quality, standards-based, foreign language programs by 2005, and that 50% should offer such programs by 2010. These programs would be tied to challenging standards and focused on developing student language proficiency, not simply exposing students to the language or culture. Finally, our proposal would support transitions between elementary and secondary school foreign language programs.

The Educational Excellence for All Children Act of 1999 would:

- Support state capacity to expand and improve foreign language instruction at the elementary school level. Our proposal would support the development of foreign language standards and assessments, as well as the dissemination of information on promising practices and use of technology to improve instruction. Our proposal would also encourage states to work as partners with teacher preparation programs to expand the pool of elementary school foreign language teachers. States could, for example, work to develop or expand teacher education programs, support alternative routes to teacher certification, or stimulate recruitment of multilingual teachers into foreign language instruction in elementary schools.
- Continue support for local programs to create and improve elementary school foreign language programs. Over the past five years, FLAP has helped almost 60,000 public school students learn foreign languages. The program helps meet the growing need for professional development, innovative classroom materials, and curriculum development. Our proposed Elementary School Foreign Language initiative would continue to support these efforts with an emphasis on increasing foreign language instruction in elementary school and improving transitions between middle and secondary school language programs. Efforts would emphasize developing fluency, rather than cultural exposure.
- Increase access to high-quality foreign language instruction through the use of advanced technology and telecommunications applications. Our proposal would stimulate the development of new applications, software, authoring and tutoring tools, and methods for delivering high-quality instruction by encouraging states and districts to explore new uses of educational technology in foreign language instruction.

Notes

1. Schulz, R. (1998). Foreign language education in the United States: Trends and challenges. *ERIC Review, 6* (1, Fall), 6–13.
2. Branaman, L. E., & Rhodes, N. C. (1998). *A national survey of foreign language instruction in elementary and secondary schools.* Washington, DC: Center for Applied Linguistics.
3. Curtain, H., & Pesola, C. A. B. (1998). *Languages and Children: Making the Match.* White Plains, NY: Longman.
4. Branaman, L. E., & Rhodes, N. C. (1998). A national survey of foreign language instruction in elementary and secondary schools. Washington, DC: Center for Applied Linguistics.

Note: The complete text and analysis of this proposed legislation can be found at http://www.ed.gov/offices/OESE/ESEA/prospectus/titlex-foreign.html.

Note: The NNELL Executive Board urges you to write letters to your senators and representatives in Congress to express your support for The Educational Excellence for All Children Act of 1999. Download this letter from NNELL's Website (www.educ.iastate.nnell.html) and personalize it by adding comments based on your own experiences to make your letter more effective. Look for this letter in the section on advocacy issues. Use the links on the Website to access the addresses of your senators and representatives for easy mailing. For greatest impact, follow up your letter with a phone call.

Dear (Members of Congress),

We are writing to express our strong support for The Educational Excellence for All Children Act of 1999, Title X, Part I—Elementary School Foreign Language Assistance Program.

We believe that all children should have opportunities to develop a high level of competence in at least one language in addition to their own. We know from the results of numerous surveys that parents also strongly support early language learning for their children.

Yet, important obstacles stand in the way of making competence in two languages a reality for our nation's children. Among these are the:

- extremely limited opportunities for all students to begin foreign language study in the early grades and to continue that study through a long, articulated sequence of instruction that focuses on fluency (K–16 and beyond);
- shortage of teacher preparation programs for elementary school foreign language teachers at our nation's colleges and universities.

We applaud The Educational Excellence for All Children Act of 1999 for proposing strong federal support for elementary school foreign language instruction because:

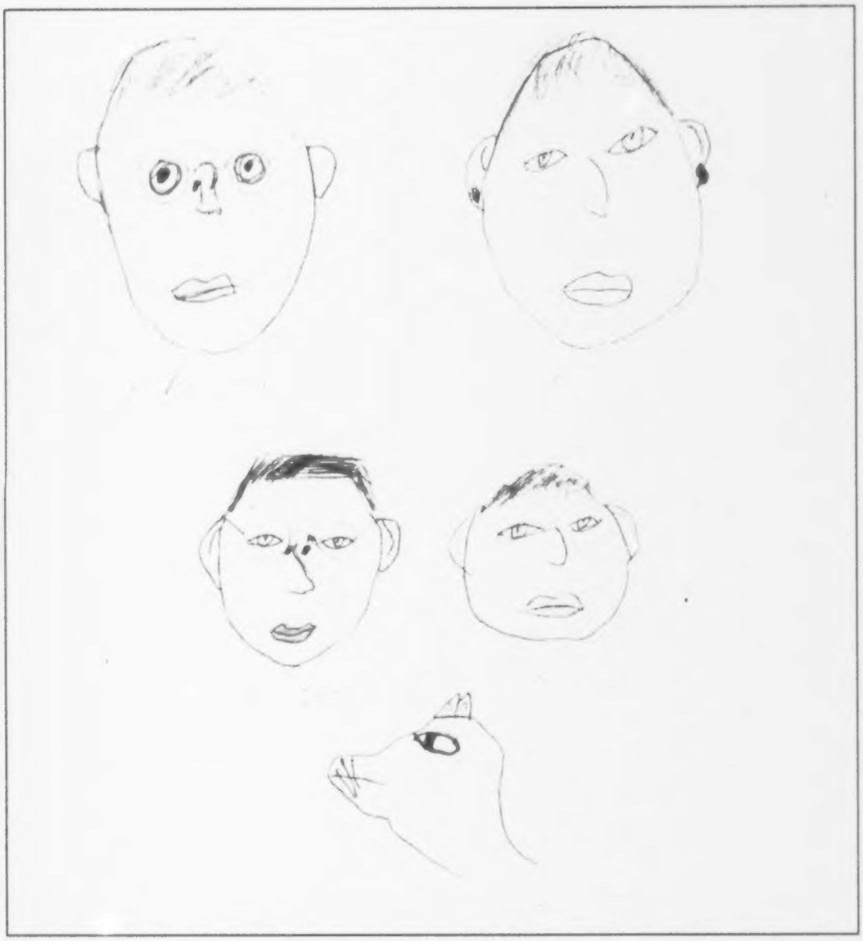
- We believe that increasing states' capacity to expand and improve elementary school foreign language instruction will have an important impact on the number and quality of teachers and programs.
- We believe that the proposed support for local districts will encourage them to establish or strengthen existing elementary programs and encourage articulation across levels to create stronger programs.
- We believe that this act will help prepare our nation's children for the future by increasing their opportunities to become fluent in two languages.

The Executive Board of the National Network for Early Language Learning urges your strong support for The Educational Excellence for All Children Act of 1999.

Sincerely,

Executive Board
National Network for Early Language Learning

Children's Classroom Creations



La famille Martin: Il y a quatre personnes dans la famille Martin. Peggy Martin est la mère. Charles Martin est le père. Nate Martin et Martin Martin sont les enfants. Martin a un chat. Il s'appelle Tigger. (The Martin Family: There are four persons in the Martin family. Peggy Martin is the mother. Charles Martin is the father. Nate Martin and Martin Martin are the children. Martin has a cat. Its name is Tigger.)

Martin Martin
Grade 6
Sward School
Oak Lawn, Illinois
Kathy Durkin
French Teacher

"*Te quiero, Tito*"— FLES Email Project

Deby Doloff
Foreign Language Chair
Far Hills Country Day School
Far Hills, New Jersey

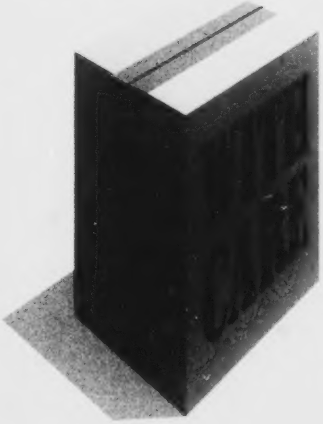
"*Te quiero, Tito*" has been said and written by hundreds of children from eleven schools in nine U.S. states, Argentina, and Spain over the past three years. Tito *el osito* is a brown stuffed bear about one and a half feet long who has become a world traveler and is beloved by the many elementary school-aged children involved in our program. For the past three years, the children have followed his adventures through the monthly email messages Tito writes to them.

Because technology provides opportunities for keypals and Web access to culturally authentic sites, I have become committed to creating lessons that provide authentic communication links for my kindergarten to third grade classes. While the older students have been trained in the use of technology and easily apply it in their classes, many younger students are not yet ready to put the computers to such a use. Consequently, three years ago I organized the Tito Email Project. Inspired by some teachers who used teddy bears in classes, I came up with the idea of a traveling bear who would write about his adventures to students by email. I discussed my idea with teachers on the foreign language listserv discussion forum FLTEACH (see more on FLTEACH in Volume 2 [2] p. 11) and found six elementary schools willing to participate. I set the parameters of the project so that Tito would write an email letter when he arrived at the school saying (in Spanish of course!) that he had arrived safely and that he was looking forward to doing such and such with the children of that particular school. Then, before he left, he would email again saying what he did with the children at the school and where he was going next. All the schools agreed to participate.

To begin, I wrote an introductory letter by email to everyone in the group asking them to write back to everyone else in the group and to include the name of their school, a description of their language program, their mailing address, phone, and preference for the time of Tito's visit. I included in this introductory letter the list of email addresses to whom their letter would be sent so they could make a "Tito test." That is, I listed all the email addresses in a paragraph labeled "address to . . ." so they could copy and paste it into their "to . . ." address on their electronic mail program. Then when they emailed back, their letter would be sent to each school in the group. This was the "Tito test," which indicated whether or not they were communicating with everyone in the group. Despite initial confusion of how to send the email to all addresses, we all successfully communicated with each other.

I then set up a calendar for visits. In the first year I allotted two weeks: one week for a visit and one week for travel. This plan, however, did not work well. In the second year I amended it to one month to provide time for the visit and for travel because the mail was not always reliable and we had vacation times also to consider. Tito went to visit the school in Argentina during the months of July and August in order to accommodate the Southern Hemisphere's difference in seasons. In the third year, I combined December/January and March/April as one visit each because of the large amount of vacation time in those periods. Once the calendar was agreed upon, we began the project.

Tito visited with the classes of my school first. In the younger grades, the children helped Tito with his wardrobe, learning some clothing vocabulary. They made him paper T-shirts to carry in his suitcase. They also gave him a school T-shirt and cap to wear. The older children prepared his emergency identification papers. They practiced common questions with him in Spanish, such as how to say and spell his name; how to say what school he goes to and what state he is from; and how to say who his friends are. They made him a set of emergency cards with this information to include in his suitcase. Tito wrote letters to the other schools about his activities and then packed his bags and shipped out to the next school.



In the past three years, Tito has visited New Jersey, Georgia, West Virginia, Missouri, Washington, Oklahoma, Colorado, Florida, Texas, Argentina, and Spain. He has visited many of these schools for each one of the three years. Each time he visits a school he takes away more souvenirs. The box returning to me in June the first year was twice the size of the box he left in. He brought home a number of photo albums, drawings from the children, little trinkets they made, souvenirs from the schools, video, tapes of typical music, food items, etc.

In this third year, because of the expense of mailing, we decided to try to limit our souvenirs. We also agreed on a theme in the third year so we could share our regional customs and have a basis for comparison. The themes this third year are recreation and food. So far, Argentina has shared magazines of typical sports and recreation, photos of Tito and friends doing things in school, a tango CD and samples of *mate* tea. New Jersey sent photos of Tito with children doing common activities and playing games and also sent some salt water taffy for the other classes to try. In class, students learned the tango and made taffy to share with him.

On his world jaunts, Tito has also had some friends join him. In the second year, his friend Patón from Argentina (a large stuffed dog) joined him. During that year, Tita from Florida (a stuffed white bear) also joined the troupe. Upon returning to Argentina in the third year, Patón stayed home but instead sent his son Patín (a smaller stuffed puppy). And in the fall when he returned home to New Jersey, Tito had wonderful news! He announced his engagement to Tita. Sporting a "diamond bracelet," Tita was beaming with joy. Tito and Tita told everyone about the happy occasion by email. When Tito and Tita return in June, they will be married, and then will spend their honeymoon in Argentina.

Although we all teach elementary school-aged children, the schools that participate in this program are very different from each other. There is a large public school, a small elementary school, an independent school, and a parochial school, all with elementary school foreign language programs. There is also a transitional bilingual kindergarten, a pre-K–8 *colegio* in Argentina, and a K–12 *colegio* in Spain. Each school has included Tito and his friends in different ways into its curriculum. Some have had parties; some have taken them on vacations; some have had their pictures in the local papers. But every school has followed Tito's escapades through his email letters and we all have learned greatly from each other.

How do I measure the success of this program? Well, it certainly is not an objective assessment. I look for little signs. I see a student reading the newspapers and magazines from Argentina. I see them read the little notes in Spanish on the drawings and compare handwriting and their names in Spanish to their own. I see them eager to learn and dance the tango. I notice that they listen closely to the email letters to find out what Tito has been doing. I see them studying the photos from students elsewhere and hear them remark that they look just like us or that the classrooms are different from ours. These are what tell me that we have made authentic linguistic and cultural connections.

"When is Tito coming back?" "Where is Tito now?" I hear these questions often from my students. It fills me with great pleasure to see my students eager to hear Tito's letters. I, too, get excited when he returns to share with us his many souvenirs. And I, too, have to say *"Te quiero, Tito."*

Note: To communicate with the author, write to her at Far Hills Country Day School, P.O. Box 8, Rte. 202, Far Hills, NJ 07931; or email her at debyd@aol.com.

GLOBE Integrates Mathematics, Science, Social Studies, and Technology into the Foreign Language Classroom

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Global Learning and Observations to Benefit the Environment (GLOBE) is a worldwide network of students and teachers representing over 6,500 schools in more than 75 countries. GLOBE students collect atmospheric, hydrologic, geologic, and biometric data from their schools' 90 x 90 meter pixel study site and report their scientific data to GLOBE and NASA/NOAA scientists via the Internet.

The GLOBE program is an excellent vehicle for learning a foreign language while exploring science, mathematics, social studies, and technology, providing the perfect foundation for interdisciplinary and content-based study. In addition, the GLOBE program effectively addresses the five goal areas of the national foreign language student standards (communication, cultures, connections, comparisons, and communities) (1996).

The countries without shading on the accompanying map (see Figure 1) participate as international partners in the GLOBE program. Although GLOBE manuals are presently available in English, Spanish, French, and German, many of the international partners have translated GLOBE materials such as the teachers' guides, cloud charts, and web pages into their native languages, providing foreign language teachers with content curriculum that can be easily incorporated into their classrooms.

The GLOBE program provides a unique, hands-on setting for content-based K–12 language study through the age-appropriate educational materials and learning activities developed by more than 100 international scientists and specialists in environmental education. Students reinforce and further their knowledge of mathematics,

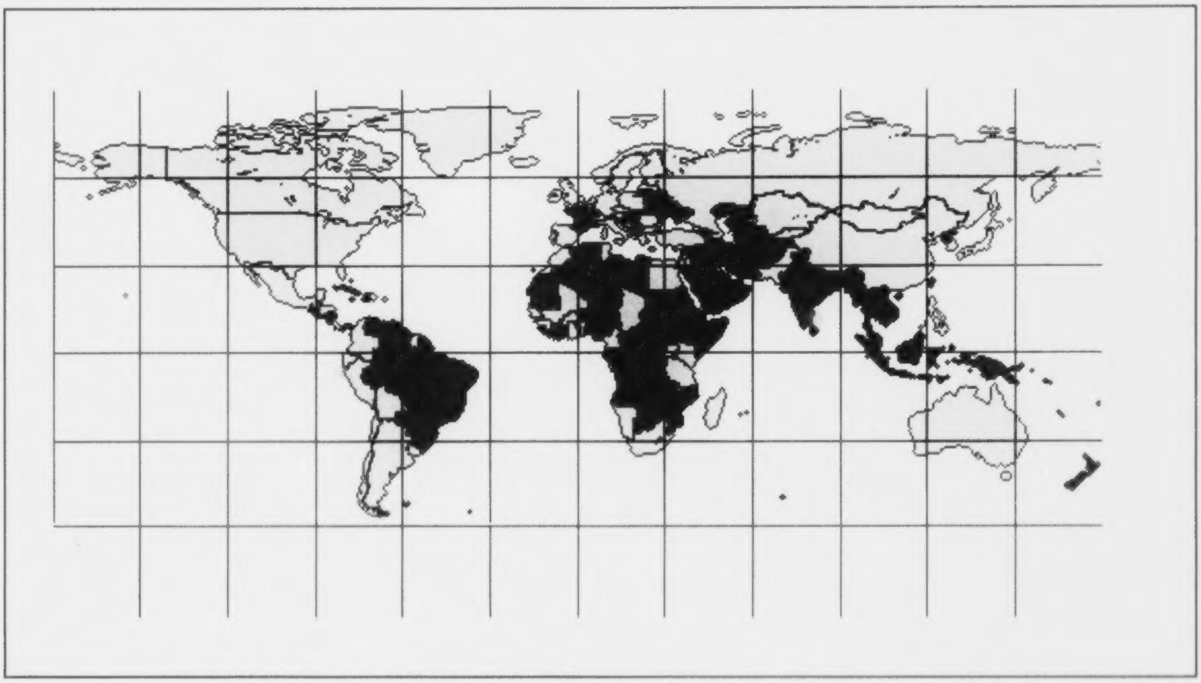

Figure 1. International Partners in the GLOBE Program

science, social studies, and technology through the foreign language as they measure, calculate, report, and enter data on the Internet.

Opportunities to meet the student standards' goals of cultures and communities are evident as students engage in conversational exchanges with their peers in other countries who are conducting the same scientific protocols in their classrooms through organized GLOBE Web Chats. Students also may utilize GLOBE-Mail, an email system connected to all GLOBE schools, to communicate with their peers in other countries.

Program Development and Evaluation

The GLOBE program was introduced in 1994 by U.S. Vice President Al Gore. It officially began operations on the 25th Earth Day, April 22, 1995. The program as a whole is characterized by strong teacher and student enthusiasm, adaptability to a wide range of grade levels and contexts, compatibility with inquiry and collaborative learning, and substantive educational use of the Internet (Finarelli, 1998). In addition, the GLOBE program is highly compatible with national science and mathematics standards.

The GLOBE Year 2 Evaluation (SRI International, 1997) reported that GLOBE science and education activities help students reach higher levels of achievement in science and mathematics. The program evaluation also reported evidence that involvement in GLOBE activities increases not only students' ability to take the environmental measurements and conduct the specified protocols included in the program, but also their ability to apply more broadly the principles of sound sampling and data collection, as well as data interpretation.

To date, GLOBE students have provided over 2.5 million environmental data reports for use by the world science community. In only three years, the GLOBE program has made remarkable gains in educational reform as well as increased environmental and cultural awareness in our world.

Model GLOBE Foreign Language Program

Students at McDonald Elementary in Moscow, Idaho, designated a GLOBE Star School in 1997, have received international attention for their unique application of the GLOBE program. These students are in their second year of participation with the GLOBE program as a primary part of the school district's elementary foreign language program. The Idaho program is a partnership between the Moscow School District and the University of Idaho's Foreign Language Department, Institute for Mathematics, Interactive Technology and Science (IMITS), and the College of Education. The FLES staff consists of Moscow School District teachers and administrators, community volunteers, and university faculty who collabora-tively plan the curriculum.

Native speakers from Spain, Mexico, Guatemala, Costa Rica, Colombia, Ecuador, and other Spanish-speaking countries who are studying at the University of Idaho are teamed with pre-service Spanish language teachers, providing instruction to K–6 elementary students in the Spanish language for 30-minute periods three times each week on a Monday-Wednesday-Friday schedule. The 90-minute weekly instructional periods concentrate on at least 95% of the class time spent in the Spanish language. Students conduct the GLOBE protocols as well as address other concepts related to science, mathematics, and social studies as specified by the regular classroom teachers through the medium of the Spanish language.

The GLOBE program does not constitute a curriculum within itself. It is a supplemental program. Decisions on how to integrate the GLOBE curricula are made at the local level. Therefore, the regular classroom teachers contribute insight on curriculum direction by choosing the protocols that complement their existing classroom content and learn the foreign language along with their students. Native Spanish-speaking community volunteers also assist with the program and work directly with the pre-service teachers during instruction. A similar model for GLOBE implementation is currently being utilized in an exploratory program at a neighboring school, St. Mary's Elementary School, which focuses on French, German, Japanese, and Russian. For more information about these programs see http://freya.phys.uidaho.edu/fles.

Joining the GLOBE Program

All GLOBE activities are conducted under the guidance of GLOBE-trained teachers. The first step in becoming a GLOBE teacher in your school is to attend a training workshop in your state. Schedules for workshops and registration forms are available on the GLOBE homepage at http://www.globe.gov. Information is also available from the GLOBE Help Desk at 800-858-9947.

References

Finarelli, M. G. (1998). GLOBE: A Worldwide Environmental Science and Education Partnership. *Journal of Science Education and Technology 7* (1), 77–84.

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SRI International. (December, 1997). *GLOBE Year 2 Evaluation: Implementation and Progress.* Menlo Park, CA: SRI Project 6992.

National Textbook Company is pleased to announce the publication of

Teacher to Teacher: Model Lessons for K–8 Foreign Languages

Mary Lynn Redmond, Editor
Wake Forest University

Eileen Lorenz, Associate Editor
Montgomery County (Maryland) Public Schools

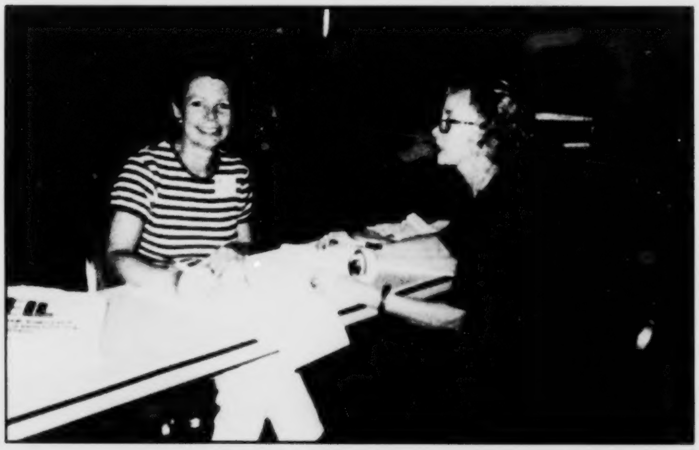
This 256-page volume is the outcome of the institute that NNELL sponsored in July 1997, entitled "National Standards for Foreign Language Learning: Curriculum Reform for K–8 Foreign Language Education."

The institute was held at Wake Forest University. Funded by the Foreign Language Association of North Carolina and Wake Forest University, the three-day meeting brought together NNELL state and regional representatives for the purpose of increasing their knowledge of the national student foreign language standards and focusing on specific ways that the standards could be infused into the early language curriculum.

The model lessons, in Spanish, French, German, Latin, Chinese, and Japanese, use the standards as guiding principles for the teaching of language, content, and culture in grades K–8. The lessons, which represent a sample of the total number of lessons needed to carry out an entire unit, are designed to be taught in the foreign language at the beginning level of instruction. The lessons are intended to serve as a resource for foreign language specialists, supervisors, and others involved in aligning the national standards for foreign language learning with state and local curricula. The front matter of the volume includes a Preface, an Introduction, the national standards for foreign languages, and the standards included in the lessons.

The authors hope that *Teacher to Teacher: Model Lessons for K–8 Foreign Languages* will serve as a springboard for foreign educators across the United States to unify efforts to provide a well-articulated K–8 sequence of exemplary foreign language study for every child.

The book is available at a cost of $19.95. NNELL members may purchase the book at a discounted price of $15.96. To order, call National Textbook Customer Service in Lincolnwood, IL: 1-800-323-4900; request the book by ISBN number: ISBN 0-8442-2850-8.



At the 1997 NNELL institute, Dr. Sharon McCullough (left) and Virginia Gramer prepare the model lesson "'Dr-r-ring, dr-r-ring'; Number, Please," which is included in *Teacher to Teacher: Model Lessons for K–8 Foreign Languages.*

Activities for Your Classroom

A Geography Unit:
Making Connections with a Sister Parish in Venezuela

Edmée Fernández
Pittsburg State University
and St. Mary's Elementary School
Pittsburg, Kansas

Context:

St. Mary's Elementary School is a Catholic school that offers an exploratory program in Spanish in the third through sixth grades. The sixth grade students are beginners and have a half-hour class once a week. This unit is content-related to a Social Studies unit concurrently taught in the regular classroom. A priest from the St. Mary's school parish presently works in cooperation with a sister parish in the Venezuelan city of Barquisimeto. The event that triggered this unit was a fundraiser organized by the Pittsburg parish to support the program in the Venezuelan parish.

Objectives:

At the end of this unit the students will be able to:

1. Identify the countries of South America.
2. Locate Venezuela on a map in relation to its neighboring countries.
3. Recognize and use geographical terminology on maps of South America and Venezuela.
4. Name the most salient features on a map of Venezuela.
5. Identify and locate the capital and the principal cities on a map of Venezuela, especially Barquisimeto.
6. Use the Internet to research the Venezuelan city of Barquisimeto and identify the most interesting sites.

Targeted Standards:

Communication

1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Connections

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Community

5.1 Students use the language both within and beyond the school setting.

Materials:

1. Large floor map (painted on a shower curtain) of Venezuela (see Venezuela map in Figure 1).
2. Large map of Venezuela, made of cardboard and showing the names of the capital, the principal cities, and main geographical features (Salto Angel, Río Orinoco, Pico Bolívar, Isla de Margarita, Lago de Maracaibo, Los Andes, etc.). This map has to be of a manageable size so that it can be cut into pieces later to make into a puzzle.
3. Set of labels on white bond paper with the words for the main geographical terms: *isla,*

peninsula, río, montaña, salto de agua, catarata, lago, llano, istmo.

Procedure:

Place the students around the floor map of South America and point to Argentina. (When showing the countries of South America it is better to start with the southernmost countries because they are normally the least known by North American students. In this particular case, the students had already done a Social Studies project on Argentina and it provided a nice point of departure for a project on the northernmost country in South America, Venezuela.)

Describe and locate the country with descriptions such as: *Argentina es un país muy grande* (Argentina is a big country), *es el país más grande de Sur América después de Brasil* (it's the largest country in South America after Brazil), *al norte limita con Paraguay y Bolivia* (to the north it borders with Paraguay and Bolivia), etc. Then move up on the map following the same technique with the rest of the countries until you reach Venezuela.

Guide the students to indicate the countries themselves by giving them instructions such as *Muéstrame un país que está al norte de Argentina.* (Show me a country that is north of Argentina.) Then encourage oral production with questions such as *¿Cómo se llama el país que está al oeste de Venezuela?* (What is the name of the country to the west of Venezuela?) *¿Qué hay al este de Argentina? ¿al oeste de Ecuador? ¿al norte de Colombia y Venezuela?* (What is to the east of Argentina? To the west of Ecuador? To the north of Columbia and Venezuela?)

Place the students around the map of Venezuela and describe and locate the country using the procedure above. Place the labels with the geographical terms on the map as you name the main geographical features of the country. Then point to locations on the map and ask yes/no questions (pointing to Lago de Maracaibo, ask *río, ¿sí o no?*) and either/or questions *(¿Es el Pico Bolívar un lago o una montaña?)*

Distribute the labels among the students. Say the name of a geographical feature and have the student place the corresponding label on the map (the teacher says, *Salto Angel* and a student places the label *salto de agua* in the correct location). A variation of this activity is to say the name of a place (Orinoco) and have the students show the appropriate corresponding label *(río)*, and vice versa.

Finish by locating the city of Barquisimeto and describe its geographical location and its status as a state capital.

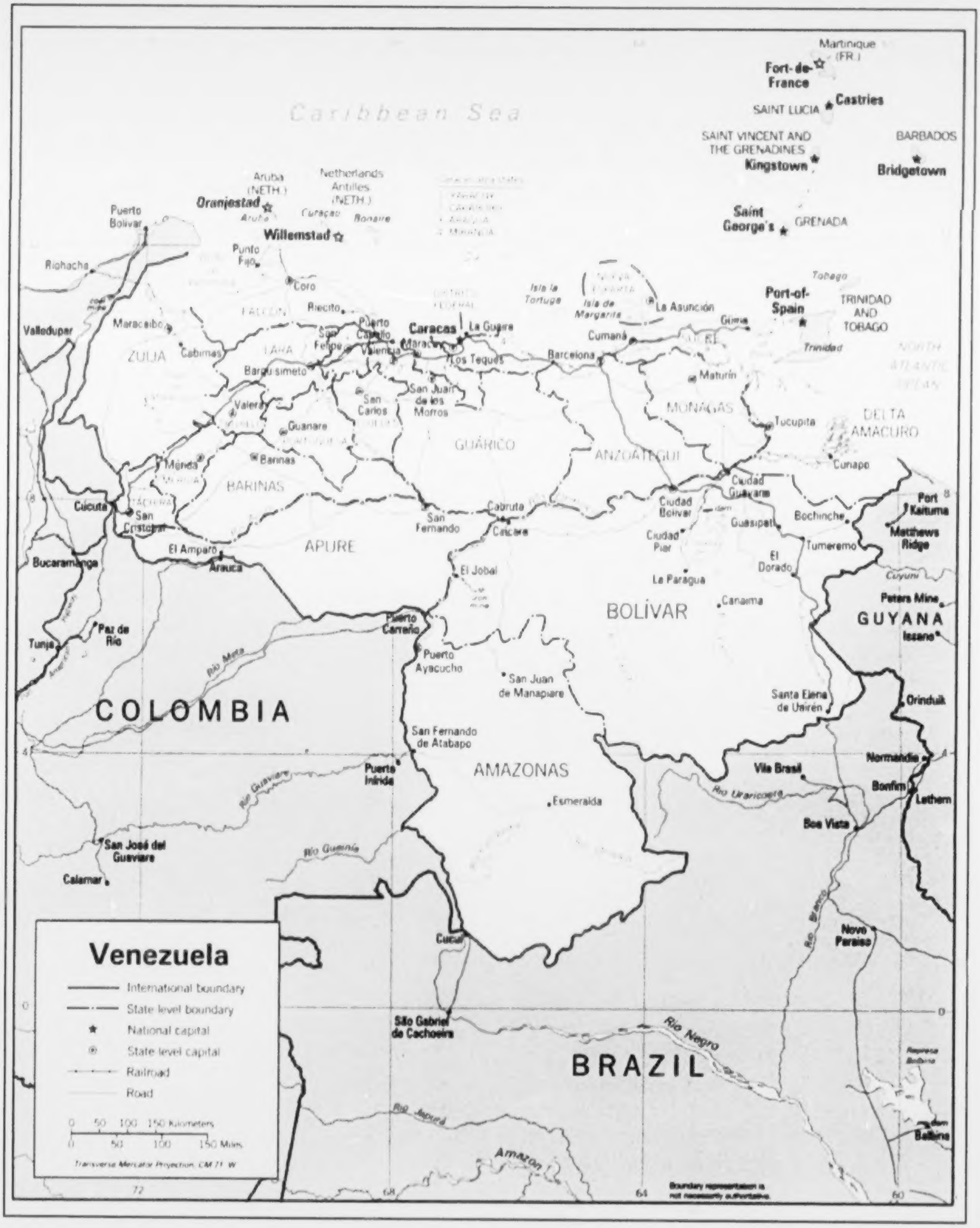
Follow-up Activity:

Students research on the Internet about the city of Barquisimeto and its main sites of interest. They create a bulletin board using information and pictures from the Internet as well as pictures of the Pittsburg priest with his Venezuelan colleague and parishioners in Barquisimeto. The bulletin board is displayed in the school hallway for everyone to see and other Spanish classes make special trips to see the display and understand its contents and the relationship between the two sister parishes.

Assessment:

1. Group evaluation: The map of Venezuela is cut into puzzle pieces that the students put together.
2. Individual evaluations:
   - a) Matching activity consisting of two columns, one with names of places in Venezuela and the other with geographical terms.
   - b) Using blank maps of Venezuela, students identify locations as directed by the teacher.

Figure 1. Venezuela Map. This map is in the public domain and can be accessed at http://www.lib.utexas.edu:80/Libs/PCL/Map_collection/americas/Venezuela.GIF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Martinique (FR.)
Fort-de-France
SAINT LUCIA
Castries
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GRENADA
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Maracaibo
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Cabimas
Valledupar
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San Felipe
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GUYANA
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Santa Elena de Uairén
Orinduik
Tunja
Paz de Río
Río Meta
COLOMBIA
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Vila Brasil
Rio Uraricoera
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Lethem
Boa Vista
Río Guaviare
San José del Guaviare
Calamar
Río Guainía
Cucuí
Novo Paraíso
Rio Branco
São Gabriel da Cachoeira
Rio Negro
BRAZIL
Rio Japurá
Amazon
Balbina
Venezuela
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State level boundary
National capital
State level capital
Railroad
Road
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Transverse Mercator Projection, CM 71 W
Boundary representation is not necessarily authoritative.
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Classroom Resources

French

Apicella, M. A., & Challier H. *Gaston, méthode de français* Vol. 1, 2, 3, and *Guide pédagogique*. Evanston, IL: Midwest European Publications.

Available through Midwest European Publications, Inc., 915 Foster St., Evanston, IL 60201; 847-866-6289; Fax: 800-380-8919. Cost is $11.95 per volume. Teachers guide available at $18.95 per guide per volume. Two accompanying cassette tapes are $25.95 per volume.

Gaston is a puppet, created to resemble a Frenchman with curly hair and a mustache, who belongs to Lucie and Thierry. He is the lead character in this beginner's series of soft-cover texts for teaching French to children. The books are attractively produced, in full color, and well sequenced. They contain two-page cartoons featuring Gaston's adventures with his live friends and dolls, games, songs, puzzles, and exercises. Language is presented in chunks and is very colloquial. More than most materials produced in Europe for teaching French to children, the language in this series is simple, follows standard curriculum needs, and is appropriately paced. The use of Gaston, who is French and speaks and understands only French, keeps all exchanges in the target language. The *Guide Pédagogique*, which is quite useful, is also written only in French. Two cassette tapes and a series of posters are part of the course.

German

Fackelmann, J., Müller, R., & Patho, K. (1996). *Findefix*. Wörterbuch für die Grundschule. 2. Erweiterte Ausgabe. München: Oldenbourg Verlag.

The dictionary comes in "lateinische Ausgangsschrift," "vereinfachte Ausgangsschrift," and "Schulausgangsschrift." Each costs $11.88 plus shipping. Available from International Book Import Service, Inc., 161 Main St., PO Box 8188, Lynchburg, TN 37352-8188; 800-277-4247; Fax: 931-759-7555; Email: ibis@IBIService.com. (Note that this is a new address.)

This dictionary will be very useful to elementary students because it provides the new spelling that has been introduced in the German school system. The index of the *Findefix* first gives instructions on how to use the dictionary and gives tips on quickly looking up the correct new spelling. It also provides short exercises on how to study the new spelling alone or with a partner and special exercises for selected words. It also introduces the new rules on how to correctly separate words at the end of a line of text.

The main part of the alphabetized spelling dictionary is extremely well organized. Nouns are listed both in the singular and plural and asterisks are used to refer to special rules for some words. Another part of the book gives hints on how to write an essay, provides information on difficult tenses, and gives tips on writing stories, such as how to avoid repetition. In the back of the *Findefix* is a special section on *before* and *after*, which provides both the old and the new spelling for selected words.

This *Findefix* dictionary is very helpful as an elementary school classroom resource. In our school, we have several *Findefix* dictionaries for reference in each of the German classrooms and the students enjoy looking up words. An interesting note is that many elementary students in German schools (Bavaria) buy their own *Findefix* since it is an essential tool for completing their homework.

Spanish

Grupo Cañaveral. (1997). *Cantemos con los niños hispanos* Series (Vol. I *¿Dónde vas, Carbonerito?*, Vol. II *Amapolas y Patitos*, Vol. III *Arroz con Leche*). Miami, FL: Trapiche Records and Books.

Available from Grupo Cañaveral, Inc., 159 N.W. 85th Court, Miami, FL 33126-3816; 888-226-8273; Fax: 305-261-0103; Email: gcanaveral@aol.com; Website: http://www.hispanicmusic.com. Cost: CD $14.98, Cassette $7.98, Lyrics Booklet $3.99, Activity Book $7.98 (available for Volumes I and II only at this time.)

Volume I: *A la rueda, rueda; Al ánimo; Tres hojitas verdes; La cojita; ¿Dónde vas, Carbonerito?; Juguemos en el bosque; Tres palomitas; Las mañanitas; El barquito chiquitico.*

Volume II: *El patio de mi casa, Mis diez deditos, Naranja dulce, El ratoncito Miguel, Cumpleaños feliz, Allá en el fondo del mar, Amapolas y patitos, Los tres cochinitos, La cucaracha.*

Volume III: *Arroz con leche, Los pollitos dicen, Cielito lindo, El burrito sabanero, Debajo de un botón, Niños por la paz, Comadrita la rana, Marecita, Un canto de amistad.*

Grupo Cañaveral believes *"La música es cultura. Conocer nuestra cultura es conocernos a nosotros mismos."* The music on these three volumes for children includes traditional songs from Latin America and Spain. It is the mission of this group to preserve Hispanic American musical roots. The three children's recordings are part of a larger collection of traditional Hispanic American music for adults.

The instrumentals accompanying these songs have a strong Latin beat. The voices are clear and rich. Tunes are traditional with a touch of rap and marching music mixed in. Most of the songs are traditional with several original compositions also included. Rhyming chants, game songs, and lullabies are interspersed with the songs. Each volume has nine songs and the music track of each song is repeated without the words. A songbook with the lyrics written in large type is available for each volume. Activity booklets give suggestions for related curriculum integration and games, as well as explain interesting cultural aspects of the songs.

Tres palomitas (Volume I) is a song/lullaby in which three young ladies stroll down the main street of their town. The activity booklet describes what towns were like in colonial times with the *alamedas*, the central plazas, and the people out for *paseos*. Soldiers try to woo the young ladies, who tell them to go back to their *cuartel*. Teaching suggestions include turning the song into a story, investigating towns in Latin America and comparing them to the students' town, and learning the names of family members and their relationships to one another.

El patio de mi casa (Volume II) is a traditional song that can be used when teaching the house vocabulary. The activity book gives suggestions for discovering what is in the students' patios or backyards, playing an interactive game with pictures of objects that are found, or not found, in the backyard, and role-playing the action verbs for things the students might do in the backyard. The rhythmic song also works as a jump rope rhyme.

Debajo de un botón is a simple traditional song that will invite students to try to sing it faster and faster.

Debajo de un botón, tón, tón,
Que encontró Martín, tín, tín,
Había un ratón, tón, tón,
¡Ay! Qué chiquitín, tín, tín.
¡Ay! Qué chiquitín, tín, tín.
Era aquel ratón, tón, tón,
Que encontró Martín, tín, tín.
Debajo de un botón, tón, tón.

This song could also be made into a game substituting a small picture of a *ratón* with pictures of other vocabulary words to find under a *botón.*

These three volumes represent a wealth of music that will engage teachers and their students and help preserve the songs that many Spanish-speaking parents remember from their childhood, but which are slowly disappearing from the musical repertoire of their children.

Calendar

Summer 1999 Courses and Workshops

June 20–July 16, 1999
Methods for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola Dahlberg, Old Main 109B, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; Email: cadahlbe@cord.edu.

July 6–8, 1999
Current Issues: Books in Spanish for Young Readers. Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001; 760-750-4070; Fax: 760-750-4073; Email: ischon@mailhost1.csusm.edu.

July 19–21, 1999
Literature In Spanish for Children and Adolescents/*La Literatura en Español Dirigida a Los Lectores Infantiles y Juveniles.* Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001; 760-750-4070; Fax: 760-750-4073; Email: ischon@mailhost1.csusm.edu.

July 19–29, 1999
Teaching Foreign Languages to Young Students, Teachers College, Columbia University, New York, NY. Mari Haas, 395 Riverside Dr., 12A, New York, NY 10025; 212-865-5382; Email: mbh14@columbia.edu.

August 7–15, 1999
New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; Email: nflrc@iastate.edu.

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/nnell.

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